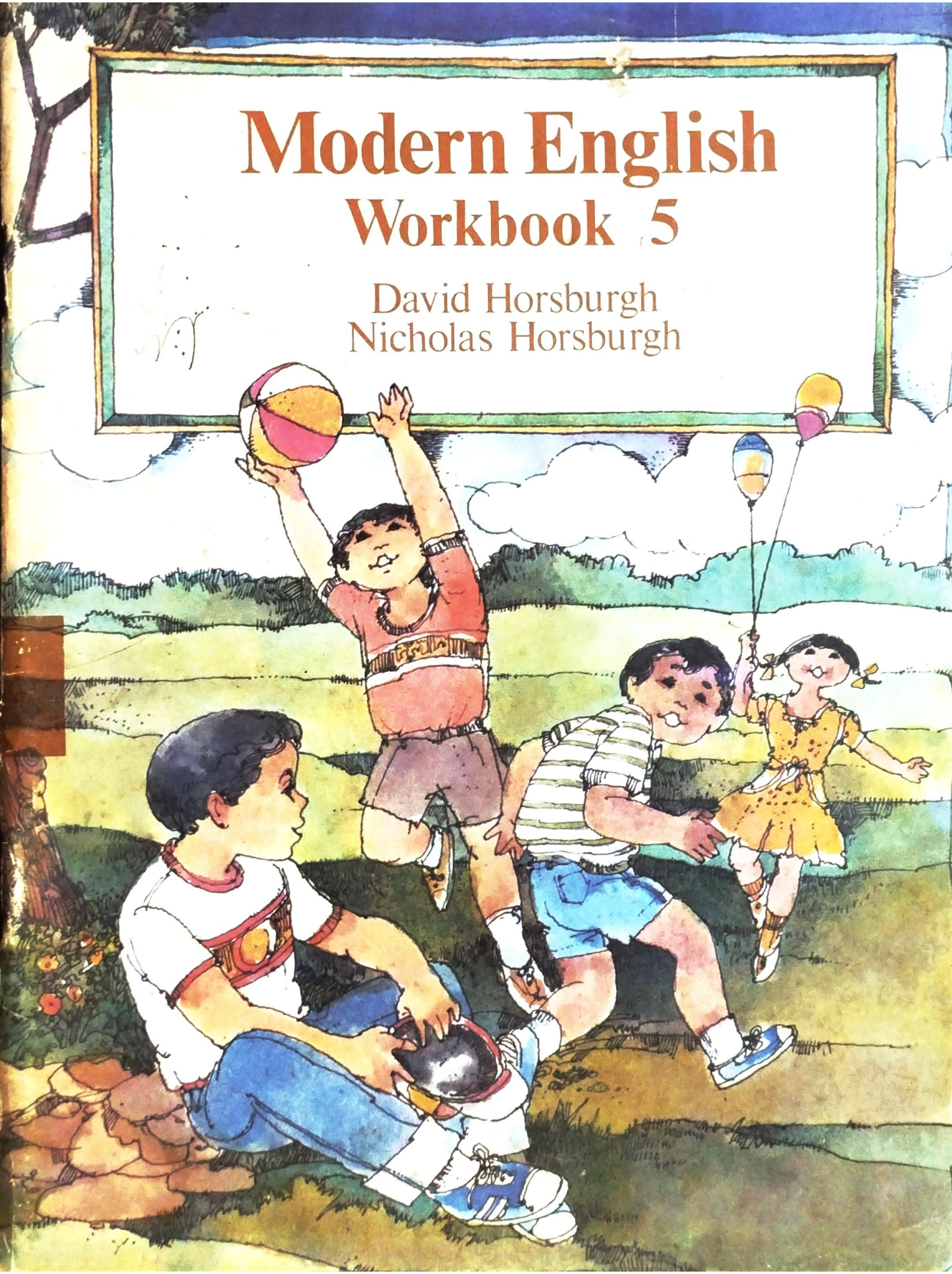
Modern English
Workbook 5

David Horsburgh
Nicholas Horsburgh



MODERN ENGLISH

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DAVID HORSBURGH

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Introduction

Modern English is a complete English course. It comprises books, workbooks and other supplementary materials, such as teacher's books. The series was planned after consultations between the publishers and several teachers from a wide range of schools.

These workbooks have been designed for use with the corresponding books. Only after an exercise in the corresponding book has been completed should an exercise in the workbook be attempted. The workbook exercises do not always follow the subject matter contained in the book. In some cases a subject is taken up for further practice and in others a new exercise, e.g. a composition or puzzle, has been included.

The special features of these workbooks are as follows:

1. The early workbooks give the children the opportunity to do a certain amount of copying. The purpose of this is to enhance their vocabulary and co-ordination. Very soon they are expected to create their own sentences, using an example sentence or a picture as stimulus.
2. All the important structures have been included in the workbooks.
3. All the work can be done in the workbooks themselves, although teachers can use their discretion and give additional work for the children to do in their exercise books.
4. There is, in the early workbooks, the opportunity for copying and practising writing by repetition, but the main emphasis is on getting the children to think carefully about what they are writing and to get them to use their own imagination.
5. Grammar, punctuation, spelling, vocabulary, puzzles and compositions are all incorporated into the workbooks.
6. The workbooks contain illustrations throughout which will interest and stimulate children.

It is suggested that teachers do each page orally with a certain amount of blackboard work before the children are asked to write in the workbooks.

If this book is being used in conjunction with the Reader, please refer to the Teacher's Book. The Teacher's Book will tell you how you should use this book.

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Brush up your English

I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you,
On hiccough, thorough, lough and through?
Well done! And now you wish, perhaps,
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird,
And dead: It's said like bed, not bead—
For goodness' sake don't call it 'deed'!
Watch out for meat and great and threat
(they rhyme with suite and straight and debt).

A moth is not a moth in mother,
Nor both in bother, broth in brother,
And here is not a match for there,
Nor dear and fear for bear and pear,
And then there's dose and rose and lose—
Just link them up—and goose and choose,
And cork and work and card and ward,
And font and front and word and sword,
And do and go and thwart and cart—

Come, come, I've hardly made a start!
A dreadful language? Man alive!
I'd mastered it when I was five!

T. S W.

Revision—Parts of Speech

Can you remember the eight parts of speech you have learnt about?

Write the names here:

1. _____ 2. _____ 3. _____ 4. _____

5. _____ 6. _____ 7. _____ 8. _____

Tick the correct answer.

1. A pronoun is
   a. a word which describes a noun.
   b. a word used to show actions.
   c. a word used instead of a noun.
2. An adverb is
   a. a word which is added to the end of a verb.
   b. a word which describes how actions are done.
   c. the name of a place or thing.
3. A conjunction is
   a. shown by the sign"
   b. a word which joins two groups of words.
   c. a word which means 'belonging to.'

Make lists of the following:

1. Three common nouns: _____
2. Three proper nouns: _____
3. Four adverbs: _____
4. Four adjectives: _____
5. Five conjunctions: _____
6. Five prepositions: _____

Punctuation

Name the following signs:

(?) _____ (,) _____ (;) _____

(.) _____ (" ") _____ (') _____

Revision—nouns, verbs, adjectives

Here are some words that can be used as nouns or verbs. Use them in sentences of your own; once as a noun and once as a verb.

1. harm 2. mark 3. shame 4. present 5. load

The words used as nouns:

1. The gas caused the people a lot of harm.
2. ---
3. ---
4. ---
5. ---

The words used as verbs:

1. Be careful! Do not harm the baby squirrel.
2. ---
3. ---
4. ---
5. ---

Here are two more words. Use them as nouns, verbs and adjectives.

1. fine 2. fit

As a noun:

1. ---
2. ---

As a verb:

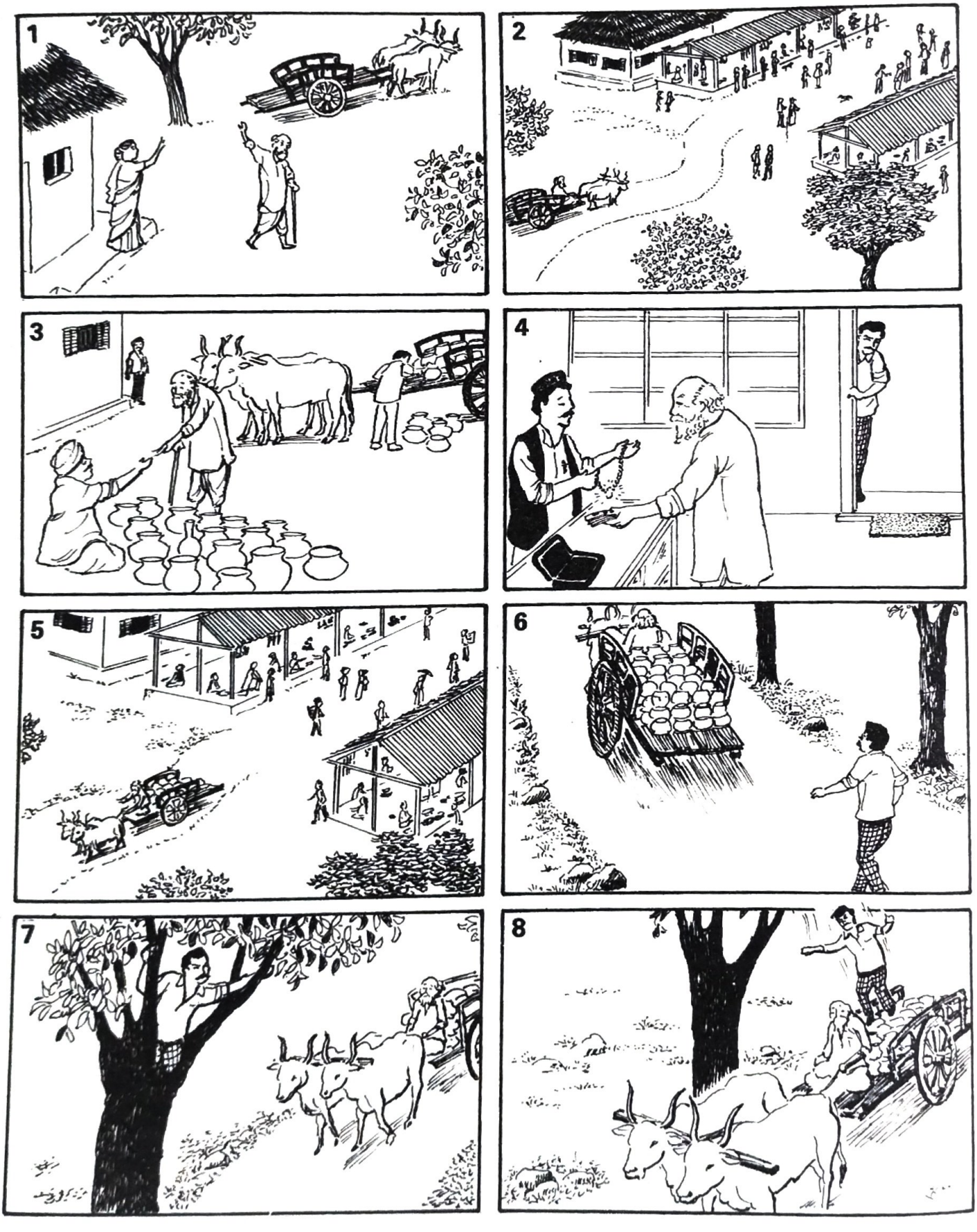
1. ---
2. ---

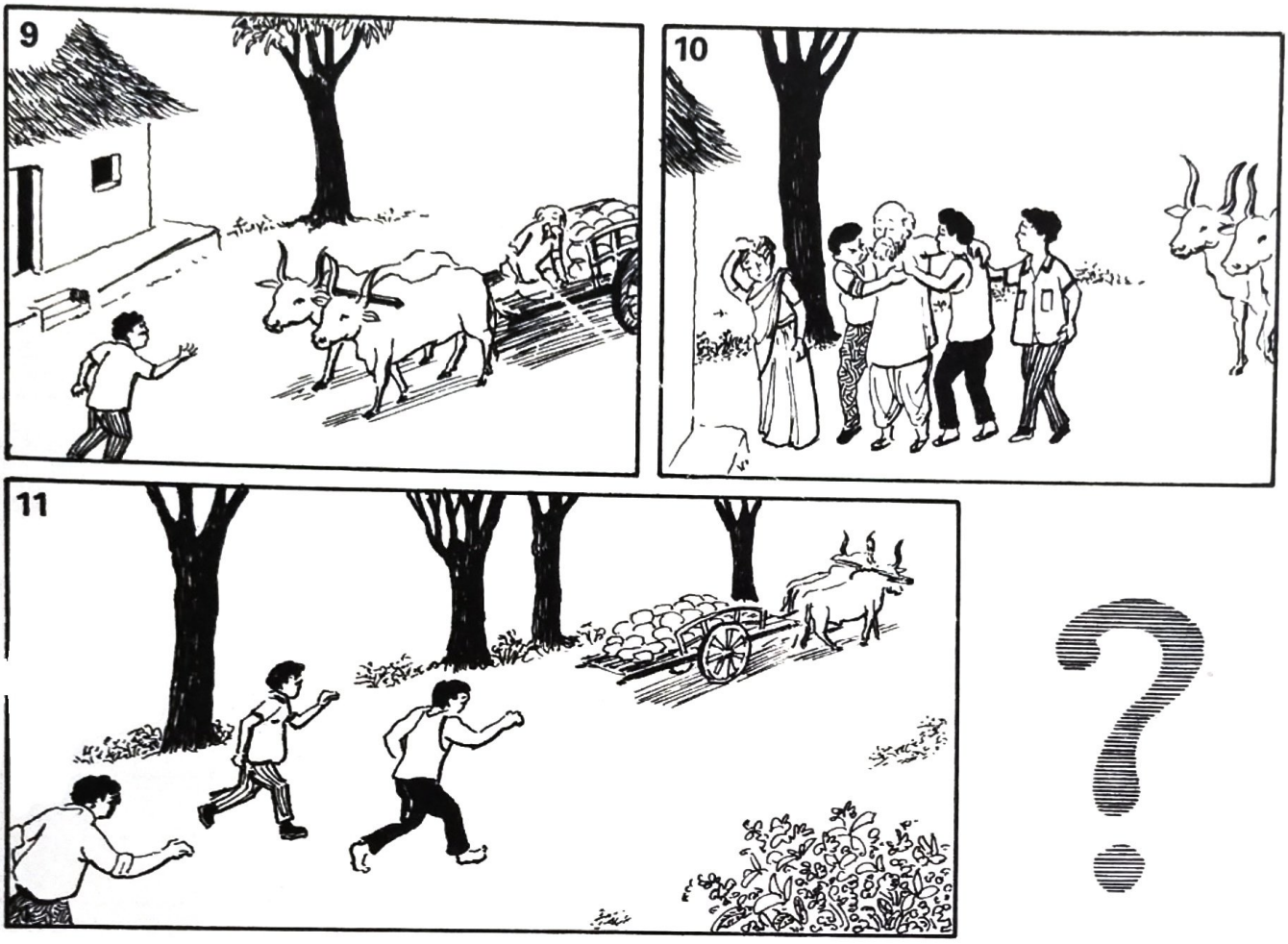
As an adjective:

1. ---
2. ---

Story Writing

Look at these pictures carefully. Discuss them in class.





Here is the plan of the story.

Old man leaves home—on a bullock-cart to market—reaches market—feeds bullocks—buys pots—has them loaded—visits jeweller—present for wife—necklace—young man watches from outside—old man leaves town—followed by young man—takes short cut—climbs tree and waits—bullock cart arrives—young man jumps on bullock cart—old man unconscious—young man goes off with necklace—bullocks go home—wife upset—cries—bullocks run off—sons chase after bullock cart—where are they going? Do the sons get back the necklace?

Now turn over the page and write the story in your own words. Give the characters names; use adjectives and some conversation.
What kind of ending can the story have? Give your story a title.

Using the dictionary

Putting words in alphabetical order is easy. Try these:

success, trouble, probable, extreme, costume, feeble.

That was not difficult because all the words start with a different letter.

Now try these:

corporal, culprit, censor, cartridge, chisel, crescent.

That was easy, too. All the letters begin with c and all letters which come immediately after c are different.

It is more difficult to put these in order. Try them.

dreamer, drill, drizzle, dynasty, dye, decimal, decree, due.

Here is a different exercise. Put a circle round the word which is not in alphabetical order.

1. basket, carpet, paint, novel, stitch, week.
2. rock, round, ruin, rum, run, rubbish.
3. proceed, problem, produce, professor, prolong.
4. lie, light, live, limit, linger, link.
5. deduct, dental, due, dove, drowsy, dry.

These words have two meanings. They may have more than two meanings.
Find them in your dictionary. Write two sentences for each word.

1. catch 2. chest 3. ground.

1 ---

---

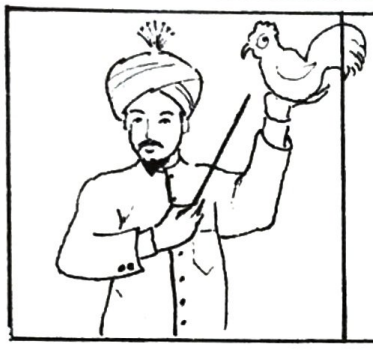
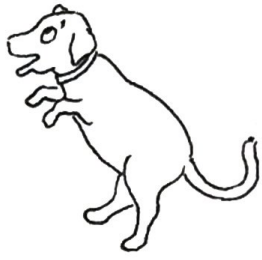
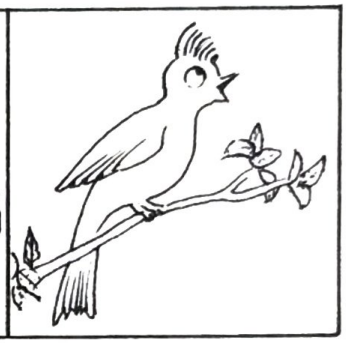
2. ---

---

3. ---

Revision—subject, object, predicate

The subjects are missing from the sentences below. Use one adjective and one picture clue to complete the sentences.

colourful	popular	famous	playful
			

1. The _____ chewed up the slippers.
2. _____ operated on my knee.
3. _____ sang a sweet song.
4. _____ performed an amazing trick.

Choose suitable objects from the list and complete the sentences.

a partridge • the lazy boy • two slices of bread • the tank

1. The old woman scolded _____
2. My sister buttered _____
3. Bipin and Ganesh caught _____
4. The corporation workers drained _____

Underline the predicates in the following.

1. Thomas, Moses, Jacob and Simon went hunting.
2. They captured a ferocious, black and yellow tiger.
3. The famous man opened the present with care.
4. The children tried sitting on the branch.
5. The corporal smartly saluted his superior officer.

Adverbs

Form adverbs from these adjectives.

1. sensible ---------- 2. humble ----------
3. lucky ---------- 4. polite ----------
5. leisure ---------- 6. terrible ----------

Comparing adverbs

You know that we can compare adverbs.

Example:

early	earlier	earliest
fast	faster	fastest

Sometimes we have to put more or most before the adverbs.

Example:

courageously	more courageously	most courageously
fortunately	more fortunately	most fortunately

Some adverbs are irregular. You have already studied these.

Example: well better best

Now fill in the blanks for these:

badly	worse	worst
later	----------	----------
little	----------	----------
much	----------	----------

Give an adverb which can be used instead of the underlined words.

1. The boy lifted the injured child with great care. (----------)
2. She spoke in a soft way to the child. (----------)
3. The man spoke in an angry manner. (----------)
4. The children listened to their teacher with great attention. (----------)

More adverbs

Use the following adverbs and verbs in sentences of your own.

1. easily settled
2. quarrelled angrily
3. recently arrived
4. quietly approached
5. noisily entered
6. unexpectedly arrived

1. ---
2. ---
3. ---
4. ---
5. ---
6. ---

Adverbs are of different kinds. Some tell us how often an action is performed, e.g. often, usually, ever, sometimes, rarely.

Some tell us where an action is performed, e.g. here, there, aside.

Some tell us how an action is performed, e.g. hard, beautifully.

Use the following in sentences of your own.

quite often • never hot • always unpleasant • seldom drinkable
sometimes unpleasant • quite noisily • almost everywhere

1. ---
2. ---
3. ---
4. ---
5. ---
6. ---
7. ---

Direct and Indirect Speech

Read these sentences:

1. 'It is cold and wet in Ooty, Gopal,' remarked Paran.
2. 'Have you seen my glasses, Tim?' asked Kate.
3. 'Shut the door, Srilatha!' ordered Suresh.

These sentences show us the actual words of each speaker. The words are spoken by Paran, Kate and Suresh. They are spoken directly to Gopal, Tim and Srilatha. This is called direct speech. If we report to someone else what these people have said, we use our own words. The speech we use is called reported speech or indirect speech. In indirect speech we do not use the actual words of the speaker.

Here are the three sentences again. This time they are in indirect speech.

1. Paran remarked to Gopal that it was cold and wet in Ooty.
2. Kate asked Tim whether he had seen her glasses.
3. Suresh ordered Srilatha to shut the door.

Many words change when we change direct speech to indirect speech. We report what was said after the speaker has spoken, so the tense used is usually the past tense.

Here are some words that change.

Direct	*Indirect*	*Direct*	*Indirect*
this	that	tomorrow	the next day
these	those	next week	the following week
here	there	today	that day
now	then	tonight	that night
yesterday	the day before		

Note:
Pronouns (he, she, I, you, etc.) also change.

Direct and Indirect Speech

Change these sentences to indirect speech.

1. 'I am only twelve years old,' said the boy.
2. 'We go swimming every Friday,' said the girl.
3. 'Are you staying here, Pradeep?' asked Adarsh.
4. 'You have not done your work properly Mohan,' said the teacher.
5. 'Will you come tomorrow, Santosh?' asked Ravi.
6. 'I shall go to bed now,' said the old man.
7. 'You must come at once, doctor,' said the nurse.
8. The man asked the shopkeeper, 'Have you got this week's *Life* magazine?'

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
   _____

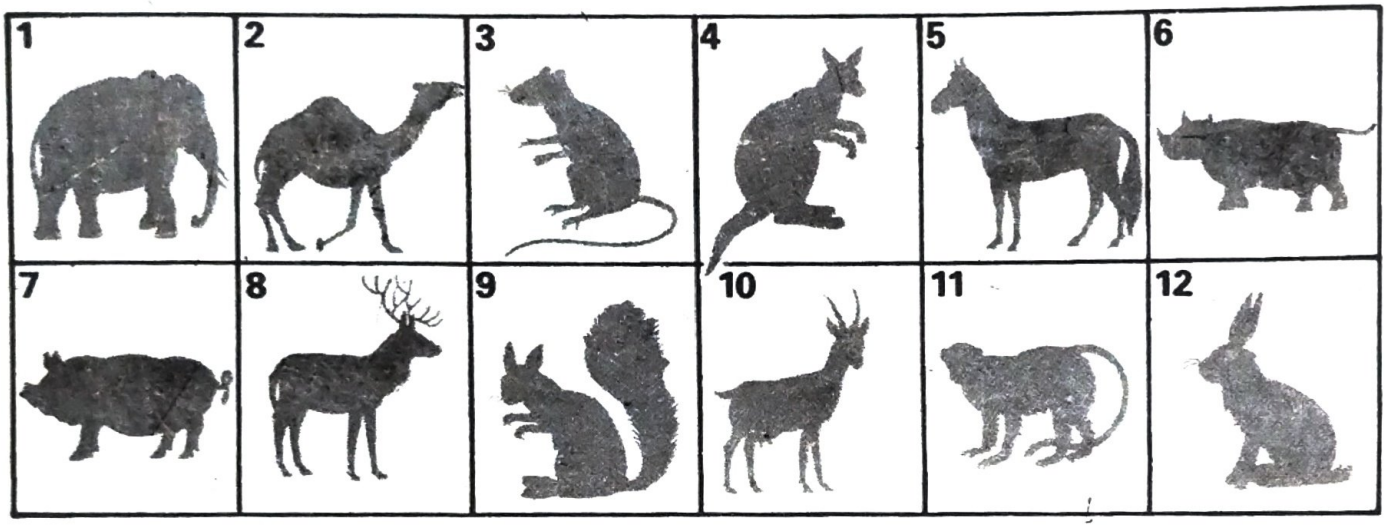
Change these sentences to direct speech.

1. Mohan said that he met Mr Patel at the cinema.
2. Ganesh told Pratap that he was going on holiday next year.
3. The librarian asked the boys to take back their books.
4. Ramesh said that he had bought a new radio.

1. _____
2. _____
3. _____
4. _____

Animals

How much do you know about animals?
Here are some silhouettes. Can you name all the animals?



1. _____ 2. _____ 3. _____ 4. _____
5. _____ 6. _____ 7. _____ 8. _____
9. _____ 10. _____ 11. _____ 12. _____

Match the noises with the creatures.

Creature	*Noise*
wolves	bellow
horses	cackle
geese	chatter
snakes	howl
buffaloes	hiss
monkeys	neigh
apes	squeal
crows	gibber
hyenas	screech
parrots	trumpet
rabbits	laugh
elephants	caw

Creature	*Noise*
mice	bray
owls	bleat
lambs	hoot
donkeys	bark
dogs	gobble
turkeys	squeak
frogs	chirp
sparrows	bay
oxen	roar
hounds	low
bees	croak
lions	buzz

Collective nouns

Some nouns name a collection of things. These are called collective nouns.
Example: a herd of elephants.
The word herd goes with elephants.
We don't say a herd of clothes, or a herd of stones.

Here is a list of phrases but they are not correct. Write the correct ones.

a bunch of wolves _____

a pack of bees _____

a clump of ants _____

a nest of trees _____

a swarm of grapes _____

Here are some more collective nouns. Write the correct phrases.

litter group troop regiment gang	of	soldiers thieves musicians monkeys kittens
set sheaf shoal suite group	of	fish furniture china islands corn

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Now fill in the blanks. Some of the collections are not on this page. You have read about them before.

a _____ of sheep

a _____ of elephants

a _____ of books

a _____ of hounds

a _____ of keys

a _____ of cards

a _____ of trees

a _____ of puppies

Tenses

General present and present continuous tenses:

Verbs tell us what action is taking place. For example, if we say, 'the boy is drinking', we know what the boy is doing. He is drinking. Verbs also tell us whether the action is finished, is going on now, or will take place in the future.

He drinks. He drank. He is drinking. He will drink.

The two sentences above which are underlined are in the present tense. Sentences which tell us what happens every day or generally are in the general present tense.

He drinks water every day.
I go to school every day.

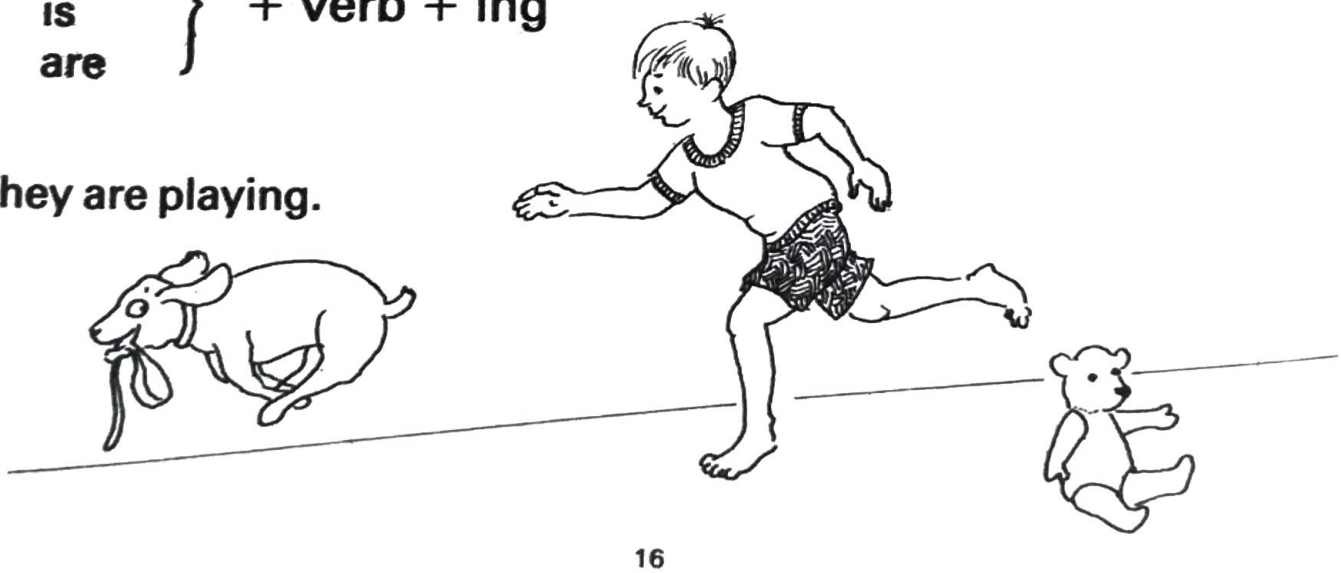
Sentences which tell us what is happening now are in the present continuous tense.

He is drinking water now.
I am going to school now.

In the general present tense the verb does not change much. It is in its 'dictionary' form or 'bare' form. In some cases we add an 's' to the verb.
In the present continuous tense another word 'be' (is, am, are) is used with the verb. The form of the verb is:

am
is
are
} + verb + ing

They are playing.



Tenses

Say whether the verbs in the sentences below are in the general present (g.p.) or the present continuous (p.c.).

1. The child is crying. (p.c.)
2. She is walking down the road. ( )
3. I write poetry. ( )
4. The taxi is waiting at the corner. ( )
5. We play games in the garden. ( )
6. You are reading this book. ( )
7. I am painting a picture. ( )
8. Sunil and Shekhar practise singing. ( )
9. The girl is taking dancing lessons. ( )
10. We are watching the birds fly over the hills. ( )

Change these sentences from the general present to the present continuous.

The postman brings a letter every day.
The postman is bringing a letter now.

1. We work in the garden every day.

   ---

2. The children play games every day.

   ---

3. The sun rises in the east every day.

   ---

4. She takes her dog for a walk every day.

   ---

5. Our dog chases cats every day.

Conjunctions

You know that conjunctions are used to join sentences or parts of sentences. Here are some conjunctions that you have used.

and, but, or, either/or, neither/nor, both/and, not only/but also.

Use the conjunctions above in sentences of your own.

1. ---
2. ---
3. ---
4. ---
5. ---
6. ---
7. ---

Here are some more conjunctions.

so, as, since, while, because, after, where, unless, although, if.

Use each conjunction once and fill in the blanks in these sentences.

1. The shop was closed ---we went home without buying anything.
2. My mother washed the plates ---I swept the floor.
3. We went to see the film again---we had seen it before.
4. We will be late for the film ---we go now.
5. The children went home ---the cricket match was cancelled.
6. We are going to play football tomorrow ---it does not rain.
7. Please have a bath quickly ---we are already late.
8. The children had a rest ---they finished their lunch.
9. The boy was not at school ---he had measles.
10. Mohan went to Agra ---he saw the Taj Mahal.

Gender

Have you heard the words male and female?

Boys, princes, actors, lords, sons and bachelors are all male.
Girls, princesses, actresses, ladies, daughters and spinsters are all female.

We call the grouping of words according to sex, gender.
All nouns which name males belong to the masculine gender.
All nouns which name females belong to the feminine gender.

Here are some nouns. They are matched.

boy	girl
son	daughter
bull	cow
sir	madam
bachelor	spinster

Here are some more pairs.

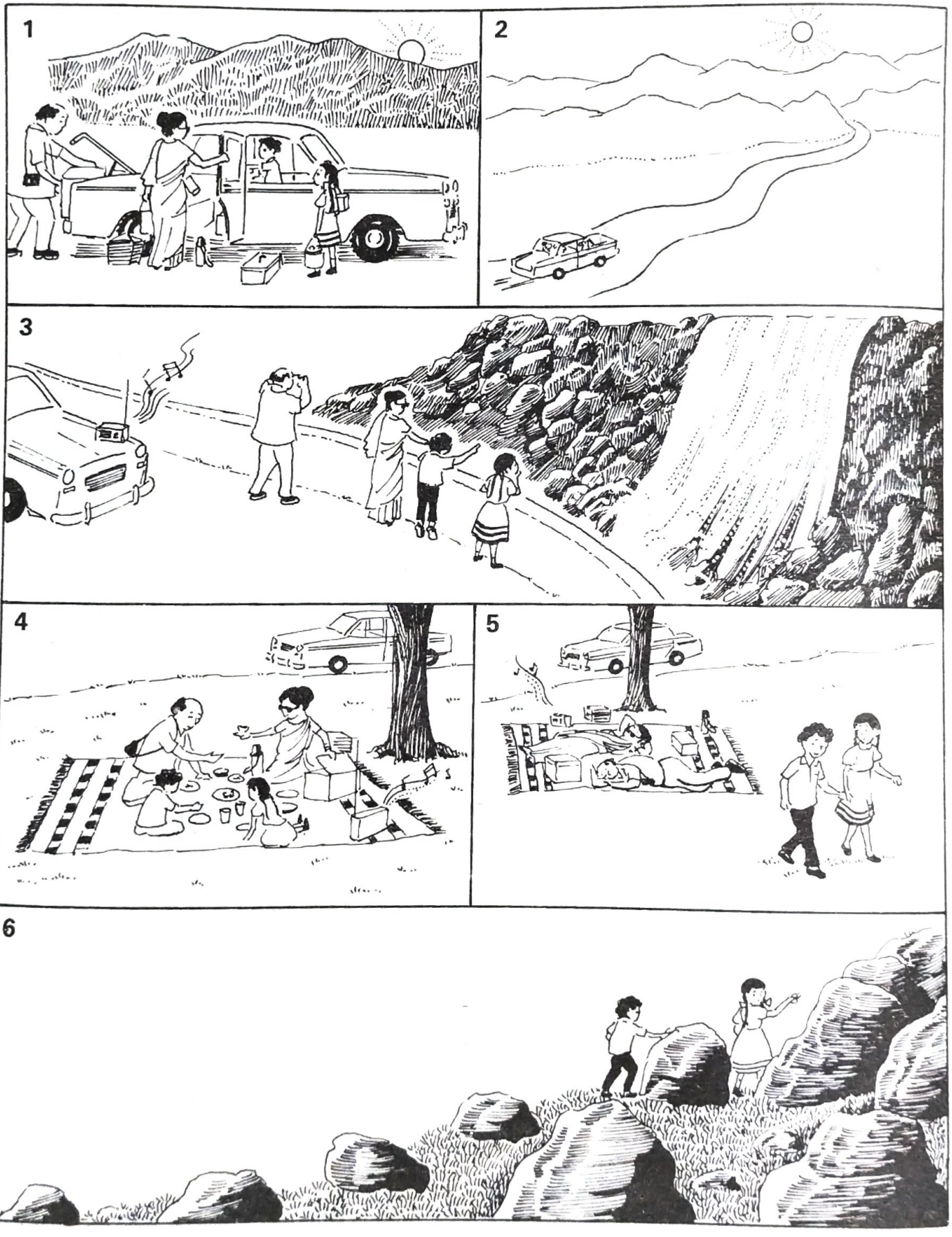
actor	actress
duke	duchess
landlord	landlady
tiger	tigress
emperor	empress

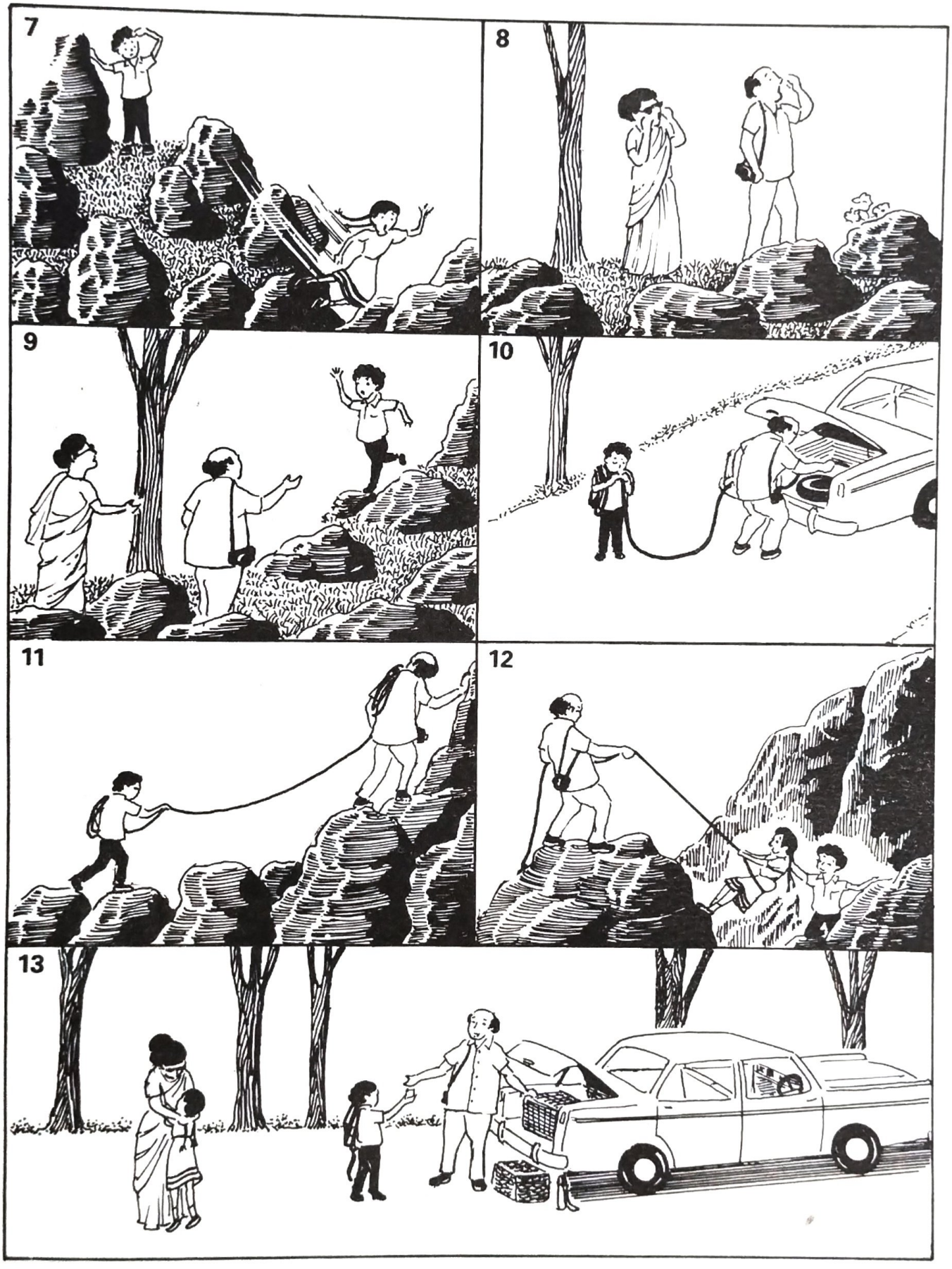
A lot of names in the female gender end with -ess. You will have to learn the others.
Write the feminine gender of the following. Your dictionary will help.

1. bridegroom br___
2. dog bi___
3. hero he_____
4. stallion m___
5. peacock p__h__
6. host h___e__
7. gander go___
8. fox vix__
9. conductor co_____.
10. mayor m_____
11. sir m____
12. wizard wit__
13. drake d___
14. nephew n____

Picture Composition

Look at the pictures and discuss them in class.





Now write your story on the next two pages.

Write your story here:

Wh words

Use the following words in sentences of your own.

who • which • when • whether • why • what • whenever

Do not use them at the beginning of the sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Spelling / Vocabulary

A prefix is a word or a syllable which is placed in front of a word to add to or change its meaning.
A suffix is a letter or syllable added to the end of a word to make another word.

Prefix
re_____ , ex_____ , dis_____ ,
de_____ .

Suffix
_____ful, _____ly, _____ed,
_____er.

Make new words by using one of the prefixes above.

trust	tent	part	port	late	courage
_____	_____	_____	_____	_____	_____

Make new words by using one of the suffixes above.

peace	safe	dance	big	shame	happy
_____	_____	_____	_____	_____	_____

Be careful about the changes in spelling when you use the suffixes.

Transitive and Intransitive Verbs

Do you remember what transitive and intransitive verbs are?

Transitive verbs have a direct object.
Intransitive verbs do not have an object.

Underline the verbs in the following. Say whether the verb is transitive or intransitive.

1. Shekhar read the paper with interest. _____
2. Samir and Priya laughed loudly. _____
3. Flowers of many kinds grow here. _____
4. The gardener grows roses, and violets. _____
5. The prime minister picked up the telephone. _____

Punctuation

Here is a passage. The punctuation marks have been left out. Write the passage again putting in all the punctuation.

the minotaur is dead he told her and I have to thank you for your help
no one but you could have killed it said ariadne come quickly to the prison take your friends and sail off in your ship to athens will you come too he asked her

_____

_____

_____

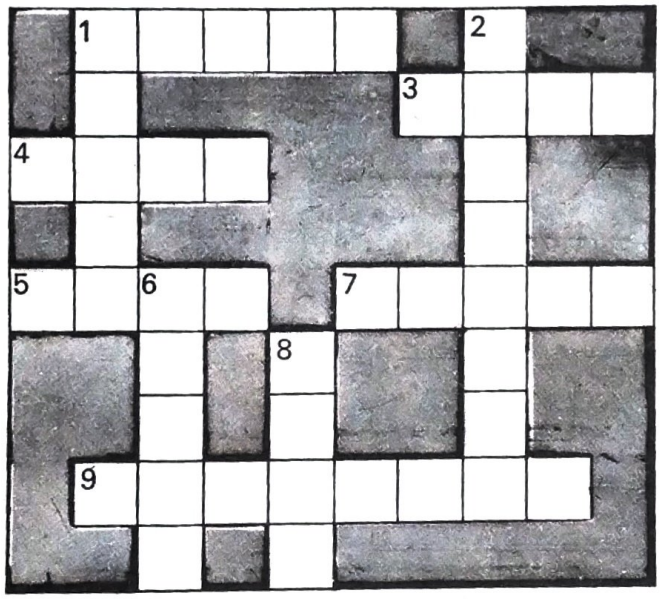
_____

_____

_____

_____

A Crossword



Where in this book can you find all the words for this crossword?
Here is a clue:
This crossword will help you up your English.

Clues Across

1. Immense, vast, large.
3. L + the black or blue liquid you write with.
4. A sweet smelling flower; it rhymes with nose.
5. Money that has been borrowed from somebody; it rhymes with met.
7. A weapon; it has a long steel blade fixed in a hilt; it rhymes with board.
9. Not wavy or crooked; it rhymes with ate.

Clues Down

1. Some people are as silly as this bird; it rhymes with loose.
2. A sudden, noisy stopping of the breath. This word can be spelt in two ways.
6. A thick meat soup; take away 'er' from the name of a close male relation.
8. A fruit; it rhymes with fair.

Compound Words

Match the following to make new words:

sky	flag	wood
thread	tooth	mud
sun	head	
class	broom	

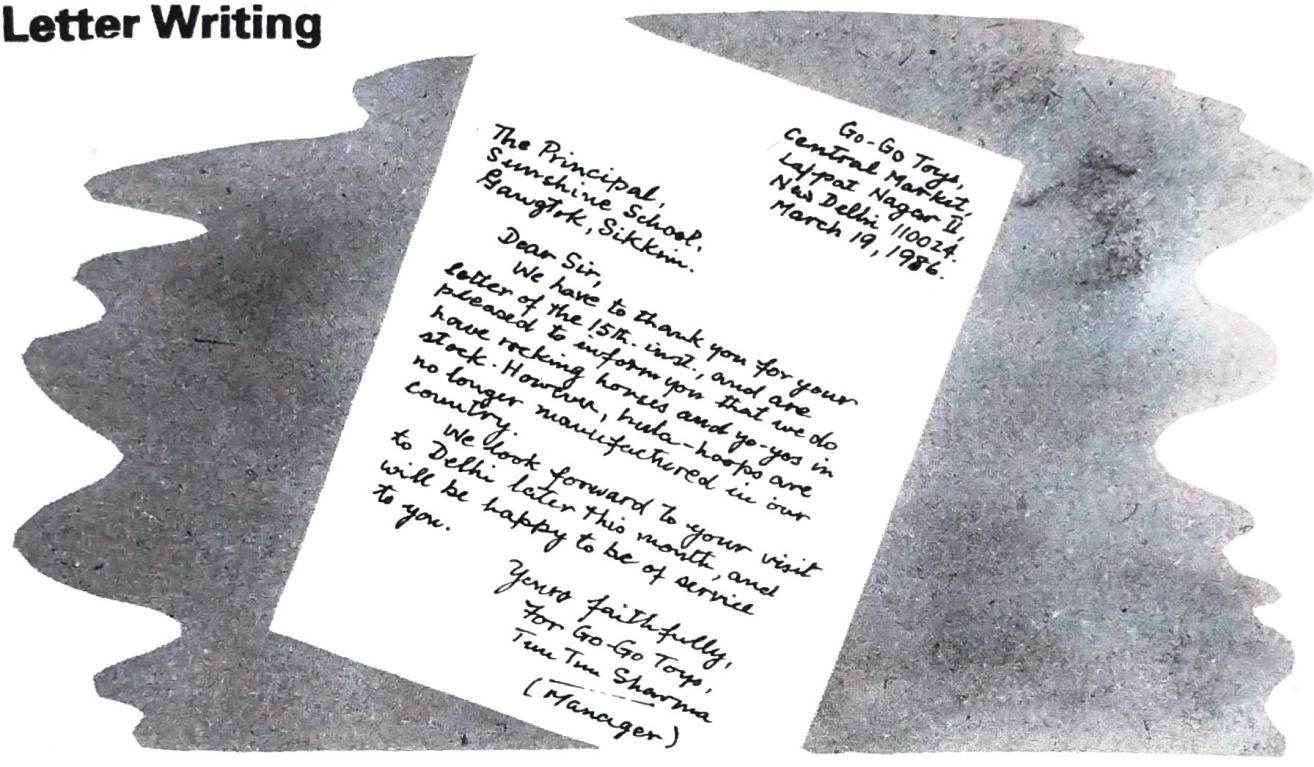
pole	master	bare
stick	room	light
brush	guard	
scraper	pecker	

Write the compound words here:

Complete these well known proverbs.

1. All's well _____
2. Cut your coat _____
3. Don't count your _____
4. A stitch in time _____
5. All that glitters _____
6. A bad workman _____

Letter Writing



Go-Go Toys,
Central Market,
Lajpat Nagar II,
New Delhi 110024.
March 19, 1986.

The Principal,
Sunshine School,
Gangtok, Sikkim.

Dear Sir,

We have to thank you for your letter of the 15th. inst., and are pleased to inform you that we do have rocking horses and yo-yos in stock. However, hula-hoops are no longer manufactured in our country.

We look forward to your visit to Delhi later this month, and will be happy to be of service to you.

Yours faithfully,
For Go-Go Toys,
Tum Tum Sharma
(Manager)

Do you write letters to your friends? Have you ever written to your parents, your brother or sister? When we write to people we know very well, we usually start and end the letter in an informal way.

The letter shown above is polite but not informal. It is a formal letter. When we write to someone we don't know personally then we usually begin and end the letter in a formal manner. We start with 'Dear Sir' or 'Dear Mr . . . .' (We address the person by his surname, not his first name.) If the person we are writing to is a woman, we begin 'Dear Madam' or 'Dear Miss/Mrs . . . .'

We usually end a formal letter by saying 'Yours faithfully', or 'Yours sincerely'.

Notice how the address above is written.
Write your address here.

Letter Writing

Write a letter to the Manager of the Premier Book Shop in Bangalore. Remind him that you ordered three books two months ago. Ask if he has now got them in his shop.

Would

Read these sentences:

'I shall give you a new bicycle soon,' said my father.
My father said he would give me a new bicycle soon.
In the sentence above the word would is used as the past tense of shall.

Change the following; use would.

1. He said, 'I will certainly do the work for you.'

   ---

2. Mohan said, 'I shall be at the party.'

   ---

3. 'I shall take the small suitcase with me,' said the girl.

   ---

4. 'We shall not stay long,' they said.

   ---

5. They said, 'We shall be in Delhi next year.'

Look at these sentences:

'Would you help me, please?'
'Would you care to see my paintings?'

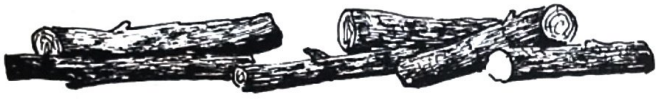
Complete the following sentences using suitable requests.

1. Would you ---?
2. Would you ---
3. Would they ---
4. Would she ---
5. Would he ---

care to • open • show • like to • prefer

Homophones

Which witch would chop wood?



Here are some words which sound the same but are spelt differently.

piece	peace		yoke	yolk		mail	male
whole	hole		steal	steel		grate	great
feat	feet		wait	weight		bean	been
wring	ring		cell	sell		flour	flower

Write twelve sentences choosing one word from each of the pairs above. You will have to check the meanings in your dictionary.
Write sentences which bring out the meaning of the words.

For example:

'I have two feet' does not really tell us what feet are.
'My feet hurt when my shoes are too tight' tells us more about the meaning of the word <u>feet</u>.

1. ---
2. ---
3. ---
4. ---
5. ---
6. ---
7. ---
8. ---
9. ---
10. ---
11. ---
12. ---

Must / Should

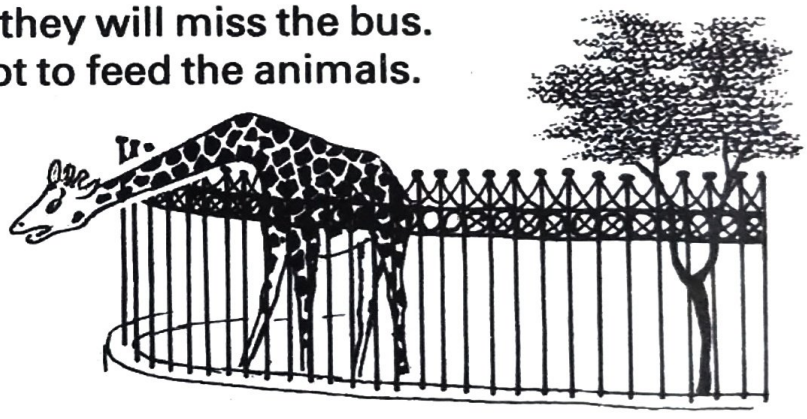
The word should is used when we want to give advice. It is not a command.

You should help other people.
I think they should come at 8 o'clock, not at 10 o'clock.
Children should go to bed quite early.

Now look at these sentences with must.

You must talk quietly. The baby has just gone to sleep.
The boys must go now or they will miss the bus.
Visitors to the zoo must not feed the animals.

Did you notice that the 'must' sentences are like commands?
The boys have to go, or else they will miss the bus.
Visitors to the zoo are told not to feed the animals.



Write sentences of your own; use should.

1. Policemen _____
2. Teachers _____
3. You _____
4. I think my neighbour _____
5. The villagers _____

Write sentences of your own; use must.

1. The teacher said that _____
2. Food _____
3. Animals must not _____
4. Visitors to the temple _____
5. You _____

Phrasal Verbs

You know what a verb is.

put • come • go • sit • stand

You know what a phrase is.

in order to • in the spaces • on condition that

When we put a verb and a preposition together we get a phrasal verb. In English there are hundreds of phrasal verbs. Their meanings have to be learnt by practice.

Look at the way in which we use the verb put.

put about, put across, put away, put down, put in, put off, put on, put out, put through, put up, put up to, put up with.

Each of these phrasal verbs has a special meaning.

See if you can match the phrasal verbs with their meanings.

Phrasal verbs	*Meanings*
to put away	to delay; postpone
to put in	to upset or inconvenience
to put off	to publish
to put (someone) out	to interrupt (by speaking)
to put up	to save (money)
to put (something) out	to stay temporarily

Use two of the phrasal verbs above in sentences of your own.

1. ----------

---

2. ----------

Active and Passive

A

the potter	the baby	the thief	Anil	Mira

B

broke ● made ● wrote ● stole ● drew

the picture	the pot	the necklace	the letter	the plate

Match A and B and write sentences. Use the verbs in the box.

1. The potter _____
2. _____
3. _____
4. _____
5. _____

In each of the sentences above the verbs are:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

In each of the sentences above the subjects are:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

In each of the sentences above the objects are:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____

All the verbs in the sentences above are said to be in the active voice. The subjects of the sentences are all doing something, that is, they are active. The objects in the sentences are not doing anything.

Sukumar (subject) chased (active) verb the dog (object)

Active and Passive

Read the sentences and underline the verbs.

1. Dev crushed the sheet of paper.
2. Joseph read the book.
3. Sunil threw the ball.

All these people (Dev, Joseph and Sunil) are doing something. Because the verbs are in the past tense we know that the actions are over. The subjects of the sentences have all performed some action. The objects have not done anything.

Now let us write the sentences in a different way. Let us change the objects into subjects.

1. The sheet of paper	was crushed	by Dev.
2. The book	was read	by Joseph.
3. The ball	was thrown	by Sunil.

What has happened to our sentences? The objects are now subjects. We have used a helping word (<u>was</u>) with the verb. The verb is now said to be in the passive voice.

Write the sentences you made up on page 34 in the passive voice.

1. The pot was _____
2. _____
3. _____
4. _____
5. _____

Participles

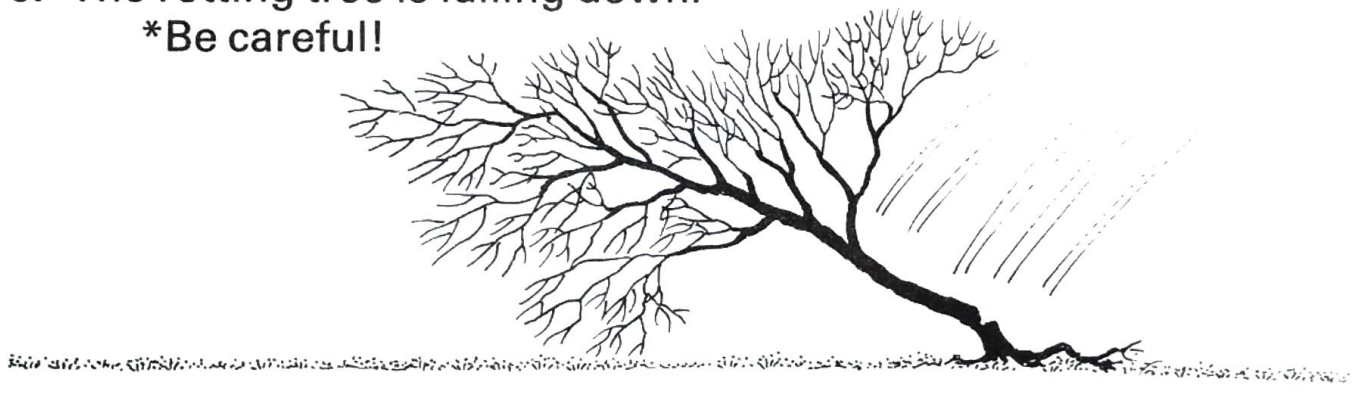
In Book 4 you learnt about present and past participles.
Present participles are words ending in -ing.
For example:

1. She heard a dog howling in the night.
2. The laughing children played in the street.

Underline the present participles in the following sentences.

1. The sleeping princess is the King's daughter.
2. Hearing the child speak, we were very happy.
3. I heard some children laughing in the room.
4. The old man watched the bus coming up the road.
5. The farmers ploughing the fields stopped to eat lunch.
6. The rotting tree is falling down.*

*Be careful!



Now fill in the blanks with suitable present participles.

seeing picking	singing crying	rolling irritating	interesting drowning

1. The _____ boy was given a sweet.
2. A _____ stone gathers no moss.
3. The children heard a very _____ story.
4. _____ the presents, the children were pleased.
5. The boys walked down the road _____
6. The gardener stopped the boy _____ flowers.
7. A _____ man catches at a straw.
8. Pratap's behaviour is _____

Past participles

See how many of the blank spaces you can fill in, without taking help from anyone.

Present Tense	*Past Tense*	*Past Participle*
arise	arose	arisen
awake	awoke	----------
bear	----------	----------
befall	----------	----------
blow	----------	----------
catch	----------	caught
choose	----------	----------
do	----------	----------
drink	----------	----------
eat	----------	----------
fall	----------	----------
forbid	----------	forbidden
give	----------	----------
know	----------	----------
mistake	----------	----------
ride	----------	----------
seek	----------	sought
sew	----------	----------
shrink	----------	----------
weave	----------	----------
withdraw	----------	----------

Present	We blow out the candles at night.
Past	We blew out the candles yesterday.
Participle	The candles are blown out every night.

Do you remember?

What is the name used for

a. a young sheep? _____

b. a young goat? _____

c. a young hen? _____

d. a young eagle? _____

e. a young deer? _____

What is the rhyme which begins: Peter Piper picked? Write it below.

_____

_____

_____

_____

Do you remember these proverbs? Can you complete them?

a. The early bird _____

b. It takes two to _____

c. Look before _____

d. Learn to walk _____

e. Practice makes _____

f. Better late _____

g. Never do things _____

h. Many hands _____

Now can you complete these?

a. as smooth as _____ b. as hard as _____

c. as _____as a lion d. as _____as a goose

e. as regular as _____ f. as black as _____

How many did you remember?

Gerunds

The gerund and the present participle have the same form: verb + ing.
Swimming, cutting, turning, jumping, walking and fighting are gerunds.

The gerund is sometimes used as the subject of a sentence.

Example: Smiling is better than crying.
Swimming is not hard to learn.
Smoking in the library is not allowed.

Use the gerunds below as subjects in your own sentences.

typing ● looking after ● praying ● shooting ● shouting

1. _____
2. _____
3. _____
4. _____
5. _____

The gerund is sometimes used as the object of a verb.

Example: She enjoys talking to friends.
Ramesh likes travelling.
Gopal doesn't mind drinking milk.

Use these gerunds (as objects) and these verbs in sentences of your own.

hate waiting	love singing	like swimming	tried flying	attempted escaping

1. _____
2. _____
3. _____
4. _____
5. _____

Conjunctions

Do you remember reading about conjunctions on page 18?
You know that conjunctions are used to join two sentences.

For example: We went to see the film again.
We had seen it before.

We join these sentences using the word 'although'.
We went to see the film, although we had seen it before.

Sometimes when we join two sentences with a conjunction we have to leave some words out or change them.

For example: Boru went to Bombay.
At Bombay he saw the Gateway of India.

Boru went to Bombay, where he saw the Gateway of India.

Use the conjunctions in the boxes to join the pairs of sentences.

1. not only/but also
Amar is a brilliant student.
Amar is good at games.

---

2. while
My brother was sleeping.
At that time I read a book.

---

3. where
The man went to the market.
At the market he bought a dozen eggs.

---

4. although
Mr Singh spoke kindly to the children.
Mr Singh had a headache.

---

5. since
We are not going to the film.
The seats are too expensive.

. . . and more conjunctions

6. because — We are not going to Delhi. We have not got tickets.

7. as — The swimming pool cannot be used. The swimming pool is being cleaned.

8. so — Pradeep is going to the market. Pradeep can buy some things for you.

9. after — The boys went to bed. The boys ate their dinner.

10. unless — We will miss the bus. We ought to go now.

11. if — We can catch the bus. We should leave now.

12. in case — Take some food with you. You may feel hungry.

13. before — We wrote the examination. We went on holiday.

14. as soon as — The rain began to fall. The match started at the same time.

Abstract Nouns

An abstract noun is a noun which denotes or shows the quality or state of a person or thing.

Abstract nouns are usually made from adjectives.
For example: true makes truth
wise makes widsom
cruel makes cruelty
free makes freedom

Some are made from verbs.
For example: protect makes protection
serve makes service

Some are made from nouns.
For example: coward makes cowardice
child makes childhood

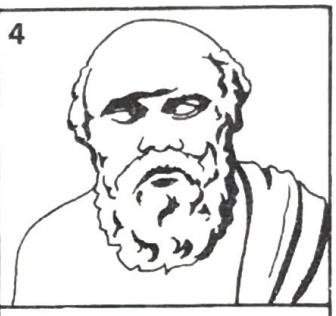
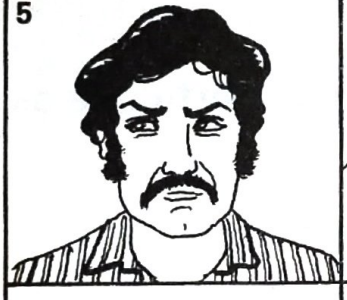
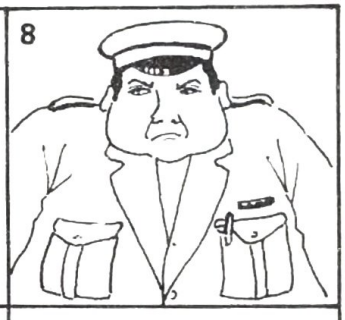
Write the abstract nouns formed from the following words.

long	----------	ignorant	----------
wise	----------	deep	----------
high	----------	gentle	----------
full	----------	bright	----------
cruel	----------	friend	----------

What abstract nouns would you think of for the following? The first one has been done for you.

stupid people	stupidity	sick people	----------
proud people	----------	rude people	----------
free people	----------	greedy people	----------

Abstract Nouns

1	2	3	4 
Uma Sundari	C. V. Raman	M. K. Gandhi	Socrates
5 	6	7	8 
S. Windler	Mother Teresa	Rani of Jhansi	R. Ounder

These are the pictures of eight people. First decide what each person does or did. Then write two sentences about each person, choosing an abstract noun from the box, to say what each person is well-known for. Follow the example given.

1. Uma Sundari is a film star. She is well-known for her beauty.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

brilliance wisdom	obesity bravery	beauty kindness	dishonesty courage

Present Participles

You know that present participles end in -ing.
Present participles are sometimes used as verbs:

Example: I saw a man planting a tree.
We heard the bull bellowing in the field.

Present participles are sometimes used as adjectives.
Example: The yellowing leaves were swept away.
The drowning man shouted for help.

Complete the following sentences using the present participle as a verb.

1. They watched the elephants _____
2. We came to hear you _____
3. The men sat round the fire _____
4. We came across a man _____
5. The children noticed a monkey _____

Complete these sentences using the present participle as an adjective.

1. The _____ ball came to a halt.
2. The _____ child was given a biscuit.
3. A _____ stone gathers no moss.
4. A _____ man catches at straw.
5. The _____ car overturned at the corner.

Make up your own sentences with these present participles.

shivering • fighting • copying

1. _____
2. _____
3. _____

Active and Passive

Do you remember what you read about the active and passive voice?

Mohan ate the tomato. (active voice)
The tomato was eaten by Mohan. (passive voice)

Say whether the following verbs are in the active or passive voice.

1. Pradeep cut the branch. _____
2. Rita produced a marvellous meal. _____
3. The car was painted by the man. _____
4. He ate the cake. _____
5. Govind was scolded by his father. _____
6. He cleaned his old shoes. _____
7. The toys were broken by my brother. _____
8. The books were spoiled by the rain. _____
9. Pradeep had no money at all. _____
10. This television set is not made in India. _____

Now change the voice in these sentences; make the active verbs passive and the passive verbs active.

Example:
The hunter killed the bear. (active)
The bear was killed by the hunter. (passive)

1. Samir caught the ball.

_____

2. The elephant was seen by the man.

_____

3. Chess was played by the whole class.

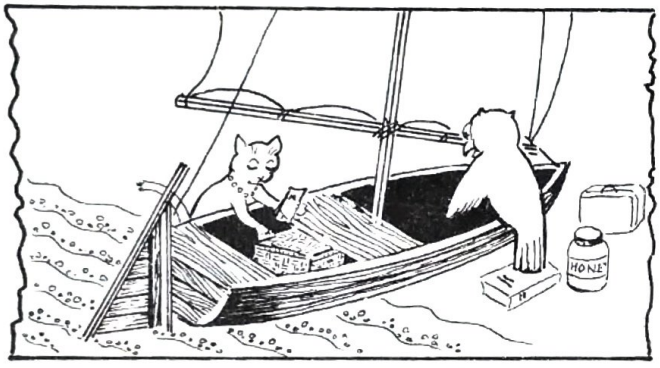
_____

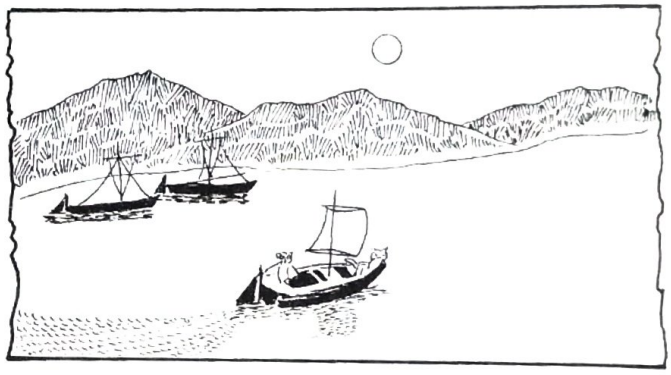
4. Amir invented a new machine.

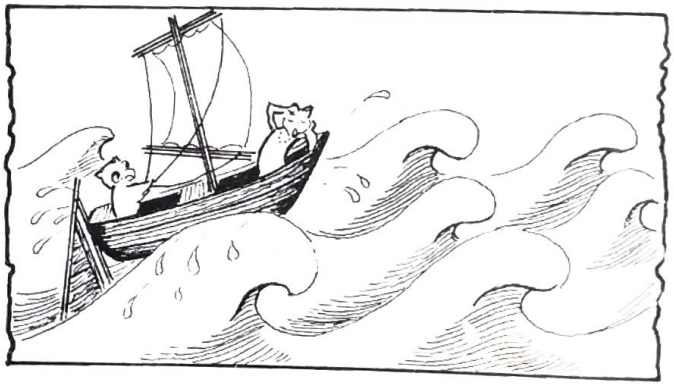
_____

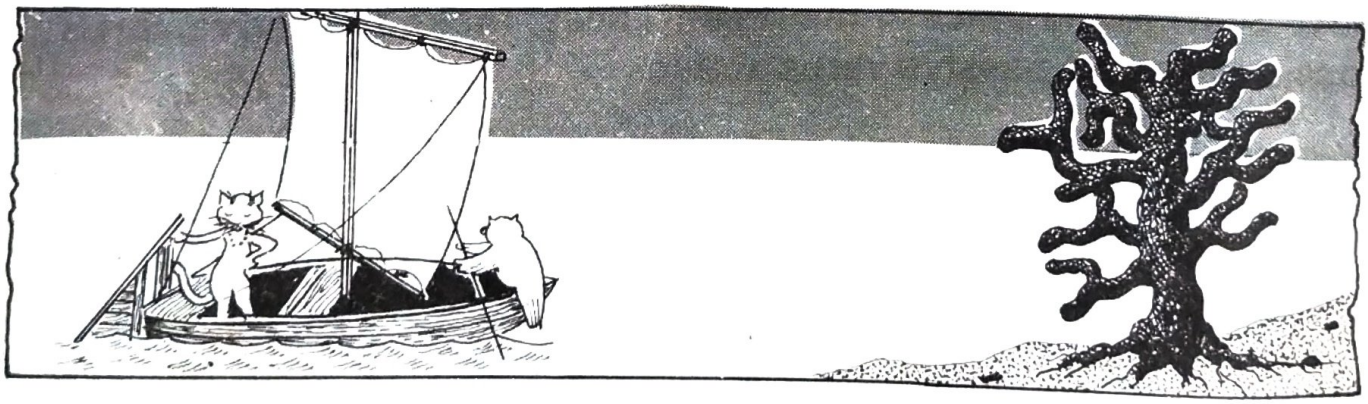
Writing Stories

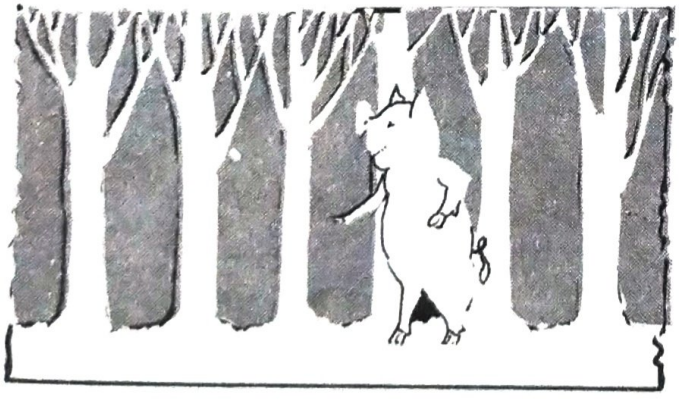
Do you remember reading the poem about the Owl and the Pussy-cat in your Book? Here is the story in pictures. Write out the story in your own words. Include some conversation and also use adjectives in your story.

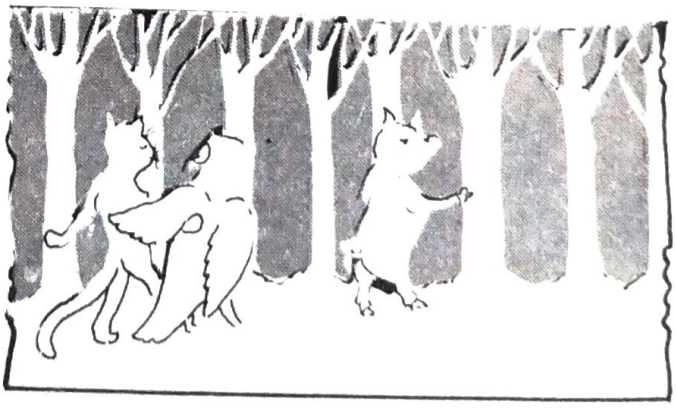












Here are some words from the poem which you may want to use:

beautiful, pea-green boat, five-pound note, guitar, Bong-tree, Piggy-wig, one shilling, turkey, quince, runcible spoon.

The Owl and the Pussy-cat

Conjunctions

You have learnt how to join sentences by using conjunctions.

The sun was shining and we played cricket.
The sun was shining, so we played cricket.
We played cricket, as the sun was shining.
We played cricket, since the sun was shining.

There are many ways of using conjunctions. Sometimes we can change the order of the words like this.

The man stayed in bed, because he was ill.
Because he was ill, the man stayed in bed.

Note the use of the comma between the two statements.

Join the following statements in two ways by using conjunctions.

though He is poor. He is very generous.

He is very generous, though he is poor.

Though he is poor, he is very generous.

1. He is very tall. He is young.

   Although ---

2. We stayed at home. It was raining.

   Since ---

3. He arrived at the market. He found he had no money.

   After ---

4. I like books. I spend my free time in the library.

   As ---

Letter Writing

Write a letter to a friend in America telling him about your school.

Remember to put your address on the letter. Don't forget the date.

Phrasal Verbs

Do you remember reading about phrasal verbs on page 33? Here are some more with their meanings.

to blow up	:	to suddenly become angry
to blow over	:	to pass off without any trouble
to break into	:	to commit burglary
to break down	:	to stop functioning through mechanical defect
to break up	:	to separate (a group); or to close school for the holidays
to bring up	:	to train or rear a child
to break off	:	to stop speaking suddenly
to bring round	:	to persuade someone to agree

Use the phrasal verbs above in sentences of your own.

Example:

Maya didn't agree at first, but we brought her round to the idea.
Suresh was saying something when he suddenly broke off in the middle of a sentence.

Now try to write your own sentences.

1. ----------
   ----
2. ----------
   ----
3. ----------
   ----
4. ----------
   ----
5. ----------

Using a Dictionary

Here is part of a page from a dictionary.
The words in bold type are called headwords. They are arranged in alphabetical order.
The headword and the information about it make up what is called an entry.
Look at the entry for the word feat.

feast /fi:st/ *n* **1** '~(-day), religious anniversary or festival, eg Christmas or Easter. ⇨ also movable. **2** splendid meal with many good things to eat and drink; (fig) sth that pleases the mind or senses: *a ~ of colours and sounds.* □ *vt,vi* **1** [VP6A,2A,B] take part in a ~; give a ~ to; pass (time) in ~ing: *~ one's friends; ~ all evening. He sat there ~ing (himself).* **2** [VP14] *~ on,* give sensuous pleasure to: *~ one's eyes on beauty.*

feat /fi:t/ *n* sth difficult well done, esp sth showing skill, strength or daring: *brilliant ~s of engineering; perform ~s of valour.*

feather[1] /'feðə(r)/ *n* one of the light coverings that grow from a bird's skin. ⇨ the illus at bird, prey, rare, water. ***a '~ in one's cap,*** sth one may justly be proud of. ***as light as a ~,*** very light indeed. ***in full/high ~,*** in high spirits. ***birds of a ~ (flock together),*** people of the same sort (will be found together). ***show the white ~,*** show fear. ***~-bed*** *n* mattress stuffed with ~s. □ *vt* (-dd-) pamper by giving generous help; make things easy for: ***~-bed the farmers,*** eg by subsidizing them. ***'~-brained*** *adj* empty-headed; flighty. ***'~-weight*** *n* (esp) boxer weighing between 118 and 126 lb (or 53·5 to 57 kg). ***~y*** *adj* light and soft like ~s: ***~y snow.***

feather[2] /'feðə(r)/ *vt* [VP6A] **1** supply with feathers: ***~ an arrow. ~ one's nest,*** make things com-

What do the following signs, symbols or letters mean?

/fi:t/ is the way the word is pronounced.

n stands for _____

sth _____

esp _____

~ s _____

There are some other abbreviations you may come across in a dictionary. Find out what they stand for. If you don't know you will find them inside the back or front covers of your dictionary.

What do these mean?

vt _____ *prep* _____

adj _____ *vi* _____

abbr _____ *pron* _____

eg _____ *sb* _____

ie _____ *pt* _____

pl _____ *pp* _____

Double Negatives

You know that the words no or not are called negatives. Any word with no in front of it, or connected to it, is also called a negative.
Here are some that you are familiar with:
no, not, nothing, nobody, nowhere, none, never, no one.
In English we do not use two negatives together.

THESE SENTENCES ARE WRONG

He did not tell no one.
He revealed nothing to nobody.
He is not going nowhere.

We use only one negative.
For example: He did not tell anyone.
He did not reveal anything. (to anybody)
He is not going anywhere.

Fill in the blanks in the following sentences with the correct words from the box.

nothing/anything, nowhere/anywhere, never/ever, nobody/ anybody, no/any.

1. They couldn't find the missing child _____
   The missing child was _____ to be found.
2. They did not teach the student _____
   They taught the student _____
3. Haven't they _____ apples left?
   Have they _____ apples left?
4. Aren't they _____ going to stop worrying me?
   Are they _____ going to stop worrying me?
5. Isn't _____ able to drive this lorry?
   Is _____ able to drive this lorry?

NO! NON! NYET! NAHI! NA! NAW! NINE!

Punctuation

Rewrite the passage below putting in all the punctuation marks which have been left out. Start a new paragraph for each person's speech.

There is a reward of £ 4,000 for the capture of the robber said Mr Ralph they are sure to catch him soon where could he go with all that money the world is a very big place to hide in said Mr Stuart it was a big place a few years ago said Mr Fogg speaking for the first time has the world grown smaller laughed Mr Stuart.

A semicolon (;) is used to show a shorter pause in a sentence than a full stop, but a longer pause than a comma. It is also used when parts of a sentence are connected together.
For example, we can write:
He was born in Calcutta. He went to school in Bombay. He was married in Delhi. He had two children.
Better, however, would be:
He was born in Calcutta; he went to school in Bombay; he was married in Delhi, and he had two children.

Forming Adjectives

Many adjectives are formed by adding -ous to a word.
Example: joy + ous = joyous
danger + ous = dangerous
Note these spelling changes when -ous is added to some words.

1. fame + ous = famous. (drop the final *e*)
2. envy + ous = envious. (change *y* to *i*)
3. marvel + ous = marvellous. (double last letter)
4. humour + ous = humorous. (drop a letter)
5. wonder + ous = wondrous. (drop a letter)

Adjectives can also be formed in other ways. Below are some nouns and adjectives.

Noun	*Adjective*	*Noun*	*Adjective*
caution	cautious	shade	shady
muscle	muscular	star	starry
science	scientific	skill	skilful
method	methodical	system	systematic

Below are some sentences with blank spaces. After each sentence there is a noun. See how many spaces you can fill with suitable adjectives made from the nouns.

1. The children went out to play as it was a _____ day. (sun)
2. We rested under the _____ tree. (shade)
3. The _____ man shouted and screamed. (fury)
4. The teacher told us a _____ story. (humour)
5. Jack had a _____bean plant in his garden. (giant)
6. On the way to Simla we passed some _____ scenery. (picture)
7. The class made a _____ discovery. (science)
8. The doctor gave the patient an _____medicine. (effect)
9. Abdul is a _____ craftsman. (skill)
10. The trapeze artiste performed some _____ tricks. (danger)

Relative Pronouns (Revision)

Make sensible sentences from the following table.

A priest is a man I have a small dog The poor beggar is the man Where is the pen A cobbler is a man This is the thorn	who whom whose that which	bowl was stolen. I gave him? repairs shoes. prays regularly. caused the puncture. collar is red.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Now do the same for this table.

She was sitting in the park The doctor told me the reason I expect her to visit me The traveller found a room My father wanted to know People don't like saving money	why when where	she arrives in town. they can spend it. there is no traffic. I was coming home. I had to have an operation. he could spend the night.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Infinitives

It is easy to recognize an infinitive in a sentence because the word to usually comes before it.

Underline the infinitives in these sentences.

1. The children tried to play hockey.
2. The man wanted to know the time.
3. Feroza wishes to send her brother a letter.
4. Her mother asked her to give the dress away.
5. Nikhil let me play with his toys.

Did you get them all correct? Did you underline a verb in the last sentence?

In the last sentence the verb play is an infinitive but it does not have the word to before it. When an infinitive comes after some verbs it does not have to before it.

Some of the important verbs are:

have, hear, let, make, see, watch.

We also do not use to for infinitives when they follow:

will, shall, can, dare, need, etc.

For example: We do not say,
The mother let the child to play.
We say,
The mother let the child play.

Mark the following sentences (✓) or (✗).

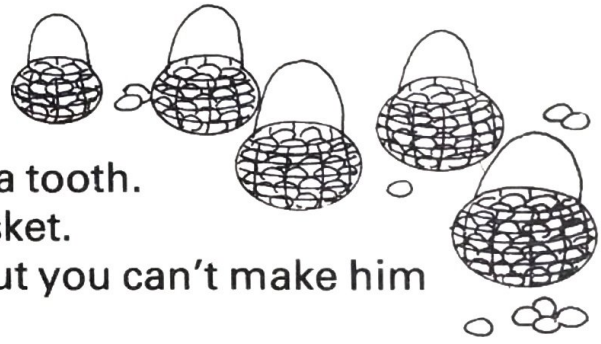
1. The man let his daughter to run in the park. ( )
2. She saw the boy climb the tree. ( )
3. They need not to wait for me. ( )
4. We made the dog to perform some tricks. ( )
5. I did not hear the boy say anything. ( )

Correct the sentences which are wrong.

Proverbs

You already know these proverbs.

1. The early bird catches the worm.
2. Look before you leap.
3. Learn to walk before you run.
4. Don't count your chickens before they are hatched.
5. Better late than never.



Here are some more proverbs:

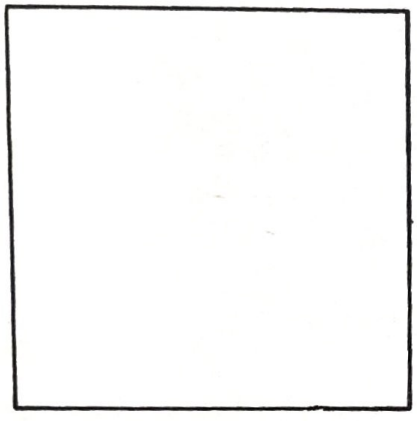
1. Still waters run deep.
2. An eye for an eye and a tooth for a tooth.
3. Don't put all your eggs in one basket.
4. You may lead a horse to water, but you can't make him drink.
5. Actions speak louder than words.

Here are some brief notes about these proverbs:

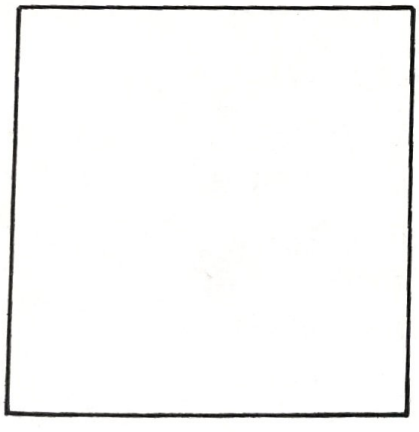
1. Someone may not say much, or show off, but he may be very intelligent, think a lot and have hidden abilities.
2. From the Bible; this saying justifies revenge. Someone who does you harm can be treated in the same way.
3. It is not wise to put all your effort, money or energy, into only one thing, for if this one thing fails or is lost, then all is lost.
4. You can try and persuade a person or guide him but in the end what he decides to do depends only on himself; we cannot force someone into doing something he doesn't want to do.
5. It is better to do something than to talk about doing it.

Choose four of the proverbs above and write about a small incident to illustrate each one. You can make up a story or relate something that actually took place. Draw pictures in the spaces provided.

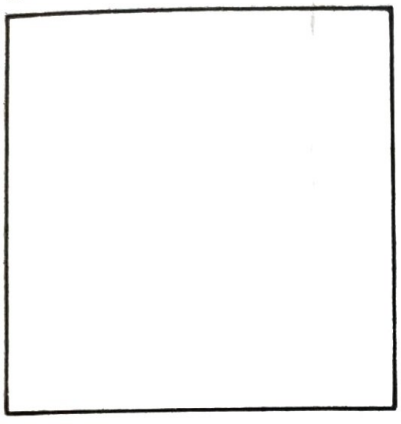
1. *Proverb*:



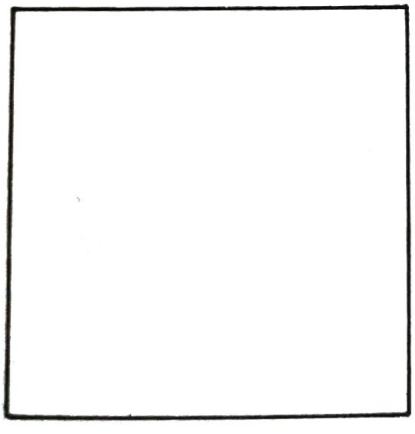
2. *Proverb*:



3. *Proverb*:



4. *Proverb*:



Direct and Indirect Speech

Read the following sentences:

She said, 'Thank you.'	direct speech
She thanked me.	indirect speech
She said, 'How pretty!'	direct speech
She exclaimed that it was pretty.	indirect speech

Try to change the following into indirect speech.

1. 'You madman!' he said. (called)

   ---

2. He said, 'Good morning.' (wished)

   ---

3. 'Why, how lovely that dress is!' she said. (exclaimed)

   ---

4. 'Congratulations on getting married,' he said. (congratulated)

   ---

5. 'You are a real fool,' he said. (shouted)

   ---

6. 'Have a pleasant day,' she said. (wished)

   ---

7. 'Well done!' he said. (exclaimed that)

   ---

8. 'Many thanks,' he said, 'Many thanks.' (thanked repeatedly)

   ---

9. 'Happy Christmas,' he said. (wished)

   ---

10. 'What luck!' he said. (exclaimed that)

More Homophones

Do you remember reading about homophones on page 31? Here are some more:

ball	bawl	time	thyme	steal	steel
him	hymn	four	fore	stare	stair
hall	haul	rain	rein	waste	waist
bow	bough	right	write	brake	break

Can you write the meaning of the following? Your dictionary will help.

bawl: _____

hymn: _____

haul: _____

bough: _____

thyme: _____

fore: _____

rein: _____

right _____

steal: _____

stair: _____

waste: _____

brake: _____

Fill in the blanks with suitable words from the boxes above.

1. The green _____ was laden with ripe apples.
2. The belt did not fit round her _____
3. The jockey pulled the horse's _____ and it stopped.
4. Akbar can never _____ his name in the _____ place.
5. The thief tried to _____the expensive clock.

Phrasal Verbs

Read the sentences below. Pay special attention to the underlined phrases.

1. The prisoners escaped from their cells after dark.
2. The cricket match was cancelled because of the heavy rain.
3. I wish Rajani would not continue like that!
4. The passengers registered their arrival at the ticket office.
5. The man asked the boys to take their ball and go away.
6. Krishna regained consciousness two minutes after his fall.
7. I hope the children will produce some good ideas for the play.
8. We can rely on Shekhar; we are sure he will do well.
9. The noise decreased after half an hour.
10. The bus came to a stop right outside my house.

All the underlined phrases can be replaced by phrasal verbs. Here they are, but not in the correct order.

break out	count on	clear off	come round	carry on
call off	draw up	die down	come up with	check in

Rewrite the sencences above using the correct phrasal verbs from the box. Don't forget to change the tense of the verb if necessary.

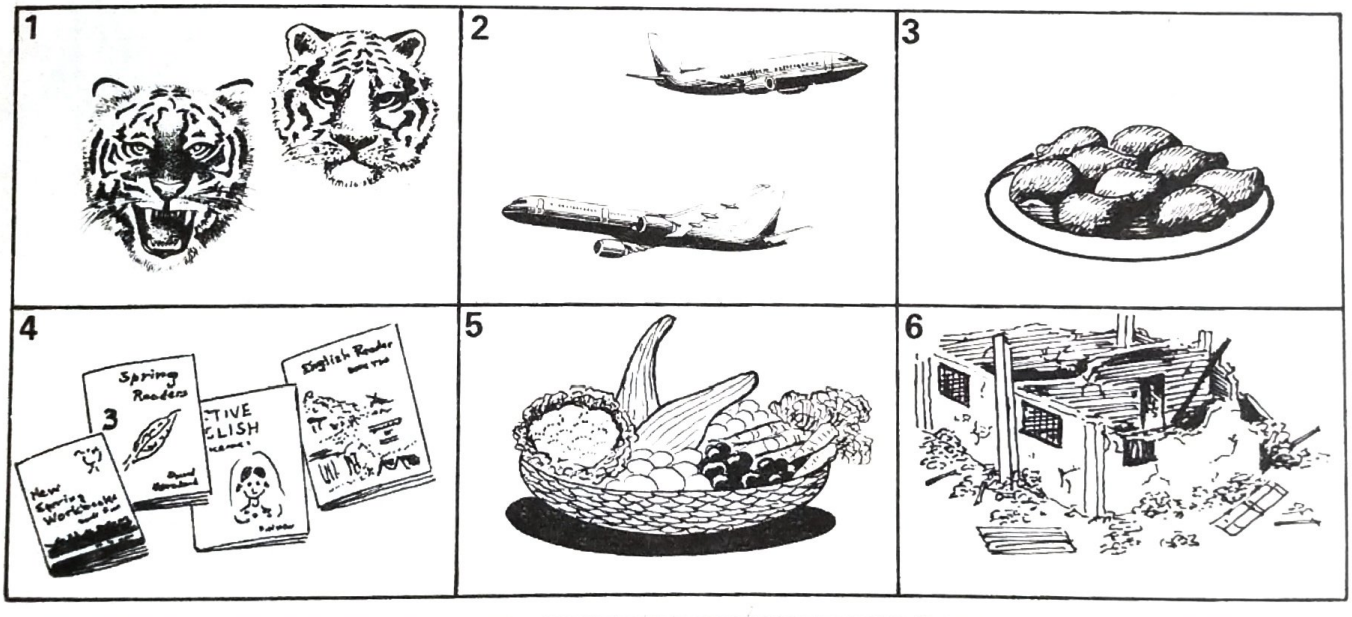
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

The Passive Voice

Read the following sentences.

1. Cars are being run on solar power.
2. Television sets are being manufactured in large numbers.
3. Trees are being planted in the countryside.
4. Gas is being piped from the ocean bed.
5. Sugar is being exported by India.

All the verbs are passive. The sentences are in the passive voice. The subjects are not doing anything.



being sold being grown	being eaten being imported	being destroyed being protected

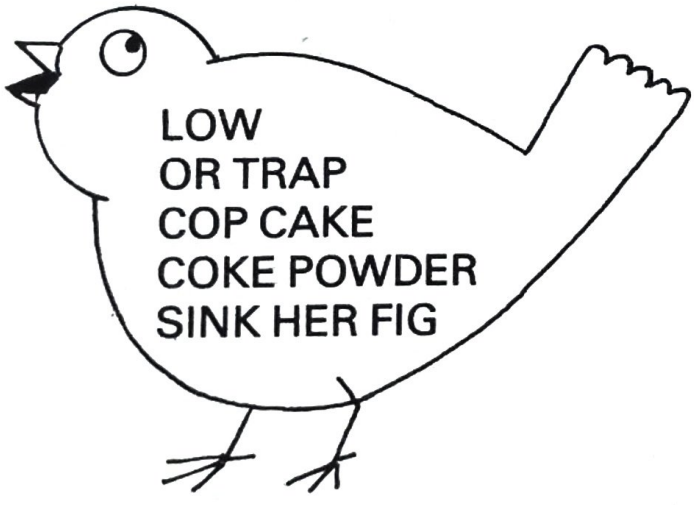
Now write sentences about the pictures above. Choose suitable phrases from the ones given below the pictures.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Anagrams

When we change about the letters of a word or phrase to make another word or phrase, we form an anagram.
You have done some anagrams before.

Below are some more anagrams. The pictures give a clue to the kind of words found in each group. Write them in the space provided.



The answers are on page 75.

Infinitives

You read about infinitives on page 58.
In most cases the infinitive is in the form to + the bare verb.

to buy • to see • to live • to share • to mend

The mother allowed the child to play.

Rewrite the following sentences using an infinitive instead of the word or words which are underlined.

1. There are many places in India which you can visit.

   ---

2. Govind was pleased when he heard the examination results.

   ---

3. Prakash was disappointed when he saw the building in ruins.

   ---

4. Suman asked if he could join the group.

   ---

5. Ali was told that he must leave the room immediately.

   ---

6. I have some work which I must do before I go out.

Fill in the blanks using to, wherever necessary, before the infinitives given in brackets.

1. You needn't _____ all the dishes. (clean)
2. The headmaster made us _____ for an hour. (wait)
3. The children were not allowed _____ the film. (see)
4. I wanted _____ his bicycle. (use)
5. Did you see the boy _____ the flower? (pick)
6. She will not let anyone _____ with her toys. (play)

Using a Dictionary

Use your dictionary and find the missing letters in the words below. For each gap decide whether the missing letter is a vowel or a consonant.

petr__l	fe__r	poi__e	e__e__en
po__nt	cl__ar	fr__lic	st__ne
s__rv__ve	st__rt	m__j__st__	w__rr__
m__ny	str__ __ts	h__z__r__	ne__e__ __ary
f__f__h	po__m	gl__nt	e__i__

Stress

Stress means weight or force. In English, words are broken up into syllables. When we say a word we do not put the same force on all the syllables; some syllables have more stress than others.

Look at the word garden. You may not realize it, but we say the first syllable 'gar' with more force than the second syllable 'den'.

Try saying the word garden with more force on the second syllable, and hear how strange it sounds.

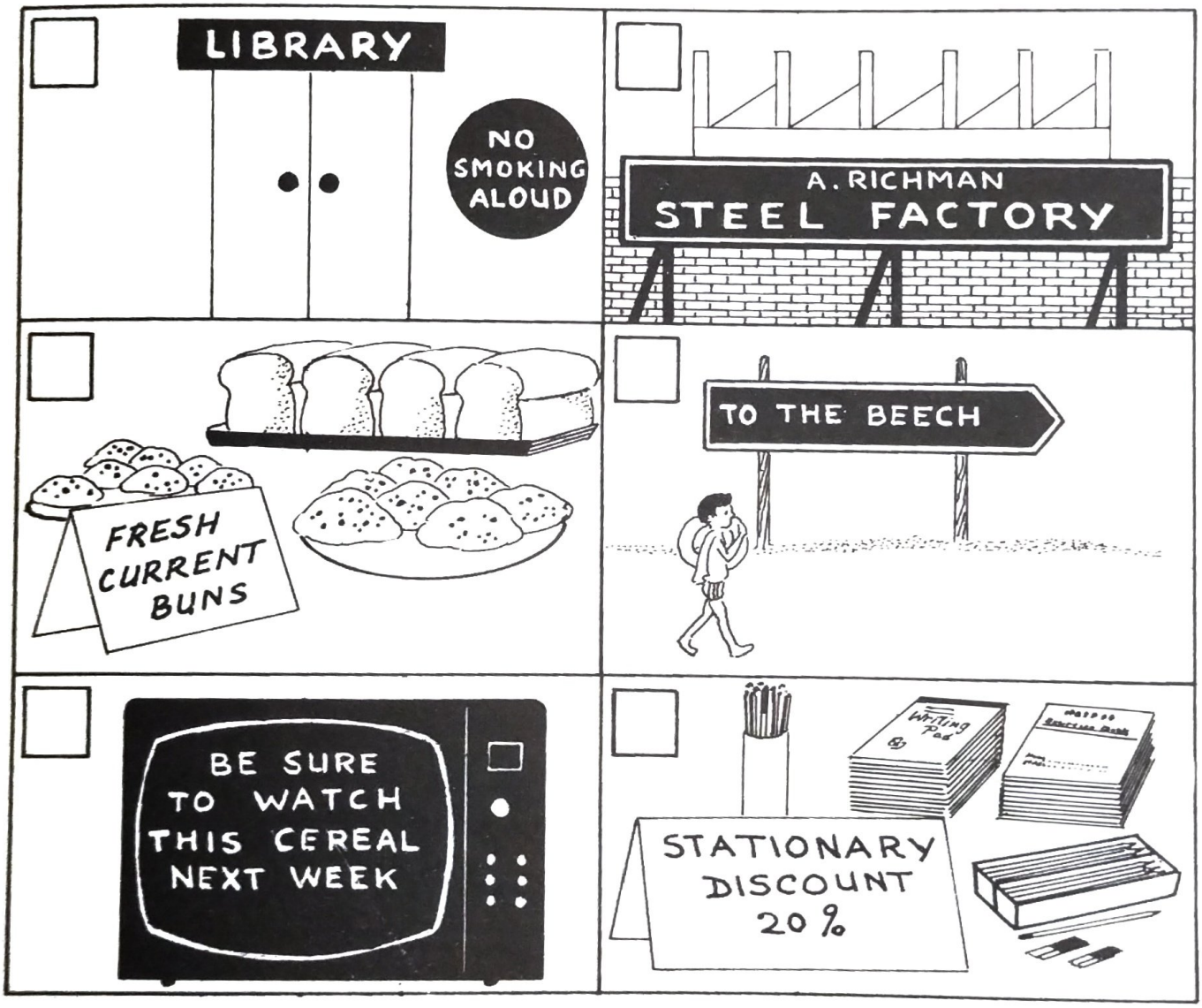
In the dictionary stress is shown by a little line at the beginning of the stressed syllable; for example, garden would be written like this: 'garden.

Stress is important when we speak English and more so in poetry. Look at the following words. The stressed syllables have been marked. Say them aloud and then try putting the stress on the unstressed syllables.

'doctor	po'lice	at'tack	'cinema
'angle	'polish	con'nect	sup'pose
'tiger	'minute	re'ply	'physics
'circle	'houses	pa'rade	phy'sician

Odd Sines*

Here are some pictures. They each show some words. Are all the words spelt correctly? Mark each box (✓) or (✗).



Write the pairs of homophones here.

Example: PAIR/PEAR

1. _____ 4. _____

2. _____ 5. _____

3. _____ 6. _____

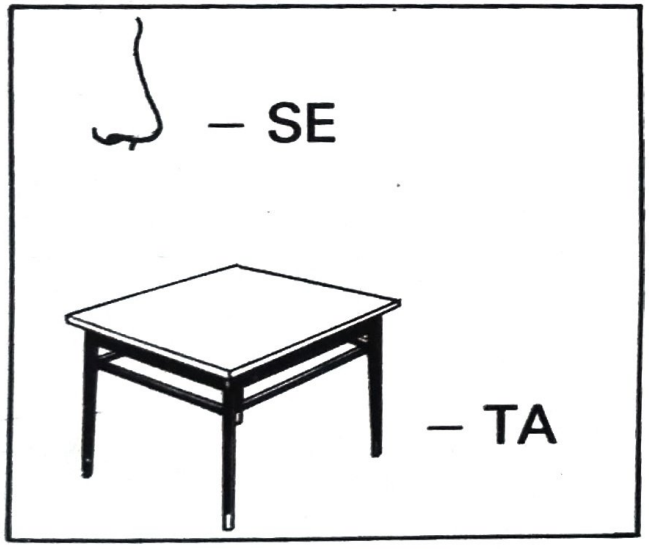
*Signs

The Rebus

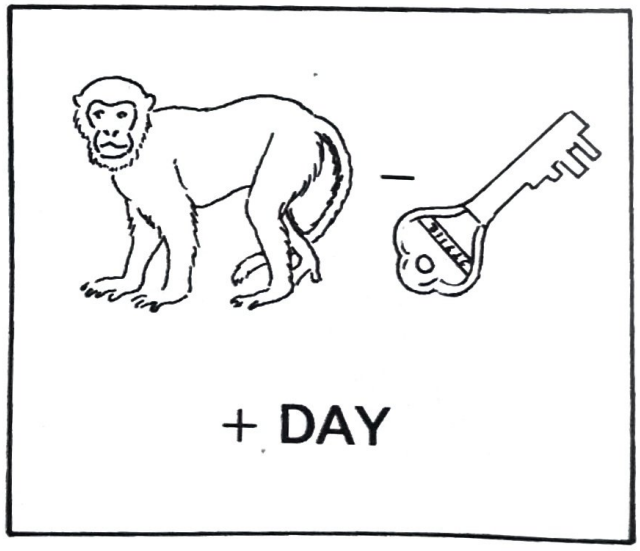
Do you know what a rebus (say 'ree-buss') is? A rebus uses pictures, numbers, and letters of the alphabet, to make words and sentences.
Here is an example:

YYUR		Too wise you are
YYUB	this means	Too wise you be
ICUR		I see you are
YY4 me		Too wise for me

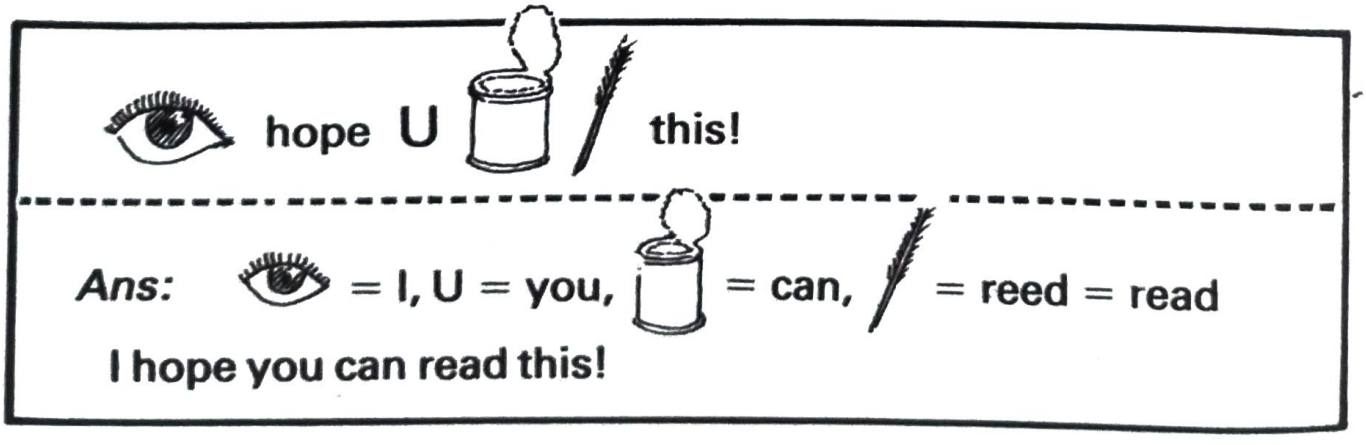
Here are some with pictures:



Ans: NO (NOSE – SE)
+ BLE (TABLE – TA)
= NOBLE

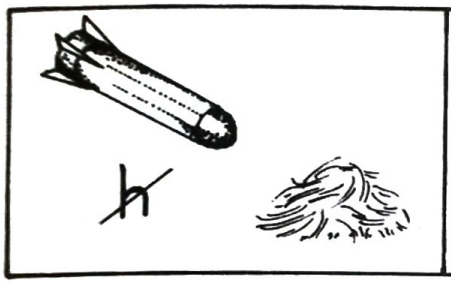


Ans: MON (MONKEY – KEY)
+ DAY
= MONDAY

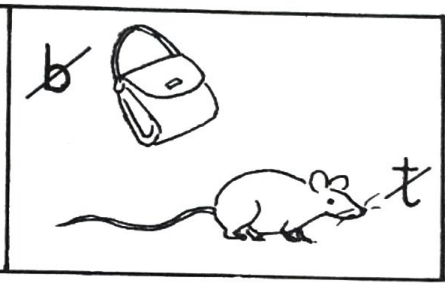


More Rebuses

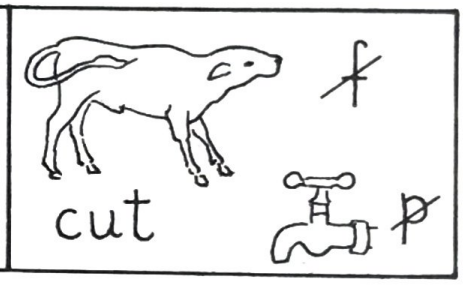
Here are some more rebuses. See if you can work out what they mean. They are all the names of places in India.



Ans: _____



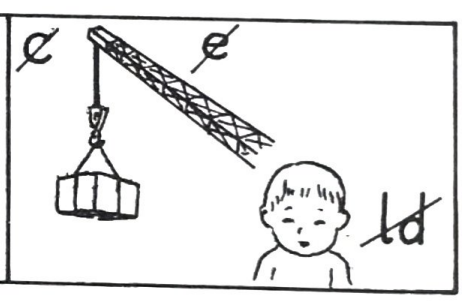
Ans: _____



Ans: _____

Ans: _____

Ans: _____



Ans: _____

Read this letter:

Dear Henry,

I hope you are well. I have not heard from you for a long time. I wondered if you would write last week. Please post a letter soon I look forward to that.

I met a man who knows you. His name is Reddappa. He lives in a house on Mahatmo Gandhi Road. It is a short walk from my office. He is meeting me next Sunday. We will have wadas at the Taj Mahal Restaurant.

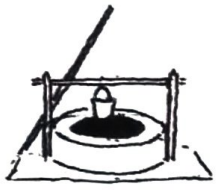
Do write soon.

With love from,
Kamal.

Underline all the words that have two meanings. Underline the nouns that can be drawn. Break the big words into little words.

Write out the letter on page 71. Use pictures, numbers and words to complete the message. Start like this:

ry,

hope U R


Some help:
you = u; well (for water); I = eye; time = clock;
wondered = one + dered; knows = nose; last = lass + t;
please = pl + $\overset{eee}{eee}$ (e's); post = gate post

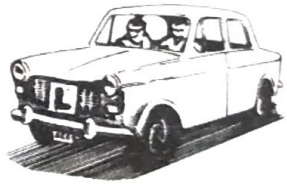
Gerunds and Infinitives

Both the infinitive and the gerund can be objects of verbs.
Example: He likes eating sweets. (likes eating)
The boy wants to learn karate. (wants to learn)

In the above sentences eating is the gerund and to learn is the infinitive.
Some verbs usually take the infinitive after them, some take the gerund and some others take both the infinitive and the gerund.

Look at these sentences:

He is learning to drive.
She chose to stay.
He deserves to be rewarded.



The verbs learning, chose, and deserves take the infinitives to drive, to stay and to be as their objects. They do not take the gerunds driving, staying, and being.

Fill in the blanks with the infinitive or the gerund.

e.g. The manager was forced to close the shop. (close)

1. I managed _____ the examination. (pass)
2. The girl avoided _____ the headmaster. (see)
3. The man cannot help _____ strong tea. (drink)
4. She never meant _____ her father. (disobey)
5. Does she mind _____ out of town? (move)
6. When you finish _____ please wash your hands. (eat)
7. The children missed _____ their friends at the park. (see)
8. The young girl consented _____ the man. (marry)
9. He agreed _____ with her family. (live)
10. He offered _____ me a lift. (give)

Poems and Rhymes

Read this list of words.

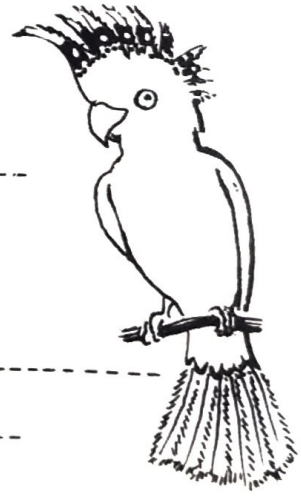
go, goats, goes, far, out, set, bazaar, lie, about, minaret, sky, boats, grow, blows.

Write the words in rhyming pairs:

go	goats	----------	----------
blow	----------	----------	----------
----------	----------	----------	----------
----------	----------	----------	----------

Now here is part of a poem but the last word in each line has been left out. Can you put the words from the pairs above into the correct blanks?

Travel



I should like to rise and ----------
Where the golden apples ----------
Where below another ----------
Parrot islands anchored ----------
And, watched by cockatoos and ----------
Lonely Crusoes building ----------
Where in sunshine reaching ----------
Eastern cities, miles ----------
Are with mosque and ----------
Among sandy gardens ----------
And the rich goods from near and ----------
Hang for sale in the ----------
Where the great wall round China ----------
And on one side the desert ----------

R. L. Stevenson

Phrasal Verbs

You have read about phrasal verbs such as, put off, break into, count on, die down, etc.
Sometimes the same phrasal verbs have two or three meanings.
For example: to put away.
This can mean: to save money, as in the sentence,
She puts a little away every month for her children.
It can also mean: to eat or drink in large quantities, as in,
Tubby eats so much! He has just put away a whole chicken!

The phrasal verbs below each have two meanings.

Phrasal Verb	*Meaning*	*Helping Words*
1. to dry up	a. to dry the dishes	after dinner
	b. to stop talking	middle of his speech
2. to drop off	a. to fall asleep	after nine o'clock
	b. to decrease	sales/attendance/due to
3. to get about	a. to walk	old people/slowly
	b. to spread	news/of the accident
4. to go off	a. to explode	bomb/with a bang
	b. to go bad	milk/hot sun
5. to pack up	a. to cease work	workers/five o'clock
	b. to stop functioning	car engine/on hill

Answers to anagrams on p. 66: lime, banyan, tamarind, jacaranda, magnolia, owl, parrot, peacock, woodpecker, kingfisher, goat, giraffe, panther, kangaroo, rhinoceros, pot, jar, plate, spoon, stove.

Using Phrasal Verbs

Read the meanings of the phrasal verbs on page 75 and study the helping words.

Write your own sentences for each phrasal verb.

1. a. I help my mother to dry up after dinner.
   b. The speaker dried up after only five minutes.
2. a. _____
   _____
   b. _____
   _____
   _____
3. a. _____
   _____
   b. _____
   _____
   _____
4. a. _____
   _____
   b. _____
   _____
   _____
5. a. _____
   _____
   b. _____
   _____
   _____

dropping off • getting about • going off

Tenses

You already know quite a lot about tenses.
Here is a summary of the three tenses:

to walk	past	present	future
simple tense	He walked	He walks	He will walk
continuous tense	He was walking	He is walking	He will be walking
perfect tense	He had walked	He has walked	He will have walked

Can you compelete the following tables?

to work	past	present	future
simple tense	He worked	----------	----------
continuous tense	---------- ----------	---------- ----------	---------- ----------
perfect tense	---------- ----------	---------- ----------	---------- ----------

to swim	past	present	future
simple tense	----------	He swims	----------
continuous tense	---------- ----------	---------- ----------	---------- ----------
perfect tense	---------- ----------	---------- ----------	---------- ----------

Can you say in which tense these sentences are written?

1. The man has worked hard. ----------
2. She plays tennis. ----------
3. The tiger had eaten the deer. ----------
4. We will be walking to the temple. ----------
5. The cat is sitting near the window. ----------

Simple Tenses

Here are three simple tenses that you have learnt.

past	present	future
He talked.	He talks.	He will talk.
He ran.	He runs.	He will run.
He shook.	He shakes.	He will shake.

Say whether these sentences are in the past, present or future.

1. Manohar talks about many things. _____
2. He talked to me about his family. _____
3. They will catch the train at seven o'clock. _____
4. The log floated steadily down the river. _____
5. Many things will happen tomorrow. _____

Fill in the blanks with the correct form of the verbs.

1. Anil _____ to his father yesterday. (talk)
2. He _____with his brother and sister every day. (play)
3. The tiger _____out of the tree and killed the deer. (leap)
4. Seshadri _____at the function tomorrow night. (speak)
5. The travellers_____ fifteen miles yesterday. (walk)
6. Tomorrow they _____ another fifteen miles. (travel)

Use these verbs in sentences of your own. Use the simple tense.

catch

1. Past : _____
2. Present : _____
3. Future : _____

sell

1. Past : _____
2. Present : _____
3. Future : _____

Continuous Tenses

The three continuous tenses that you have read about are the past continuous, the present continuous and the future continuous.
Look at this table:

past	present	future
She was sitting. She was crying. She was working.	She is sitting. She is crying She is working.	She will be sitting. She will be crying. She will be working.

Notice that the words ending with -ing never change. The helping words are was, is and will be. The helping words also change when the subject changes.

He was dancing	He is dancing.	He will be dancing.
I was dancing.	I am dancing.	I will/shall be dancing.
They were dancing.	They are dancing.	They will be dancing.

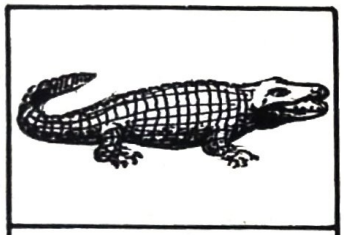
Fill in the blanks in the following sentences with the correct form of the continuous tense.

1. The child _____ on the branch when he fell. (sit)
2. Tomorrow the hunters _____ the forest. (leave)
3. They _____ at the bus stop yesterday. (wait)
4. I _____ this page now. (read)
5. Yesterday the birds _____ their wings. (spread)

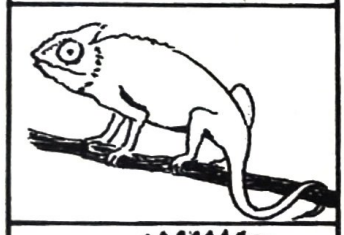
Using a Dictionary/Stress

Below are some pictures.

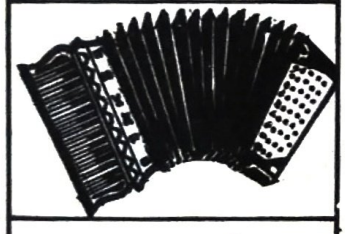
a. Use your dictionary to find the spelling of the words.
b. Put in the stress marks to show which syllable is stressed.
c. Write a definition for each word.



a _ _ _ _ _ _ _ _ _



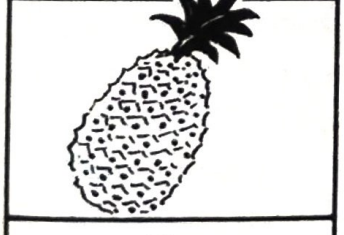
ch_m _ _ _ _ _



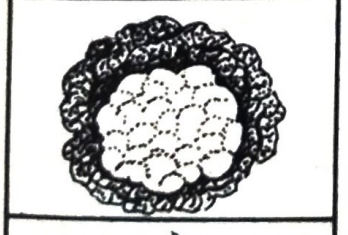
acc _ _ _ _ _ _ _

---

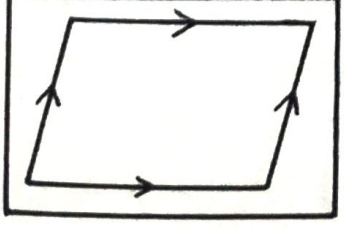
bu _ _ _ _ _ _ _ _



pi _ _ _ _ _ _ _ _



ca _ _ _ _ _ _ _ _ _ _



paral _ _ _ _ _ _ _ _

Perfect Tenses

You have read about the simple tenses, and the continuous tenses. Now let us look at the perfect tenses.

Study this table:

past	present	future
Ram had walked.	Ram has walked.	Ram will have walked.

We will only deal with these tenses very briefly. You will learn more about these later on.

Look at these sentences:

I have spoken to Manila. (She will see you tomorrow.)
The dogs have eaten all the meat. (They are still hungry.)
She has arrived. (Come and meet her.)

The verbs in the sentences above are in the present perfect tense. The actions have been completed, but what has been said has some connection with the present. That is why the sentences are followed by other statements. These statements tell us about the connection with the present.
The past perfect tense tells us about one of two actions in the past.

Look at this sentence:

The train had left when I reached the station.

Instead of this we can use the words before or after.
The train left before I reached the station.

We use the future perfect tense when we expect an action in the future to be completed by a certain time.

Look at this sentence:

You will have finished this book by the end of the year.
By the end of the year we expect you will have finished this book.

Reading Poetry

How do you study a poem? Perhaps you read it through and then learn it off by heart by writing it out a number of times.

There are a number of other ways of studying poems, and here is one:

First we can read the poem to ourselves two or three times and listen carefully to the music of words, and the pictures which the sound of the poem gives. Next, it is very important that we understand the main words of the poem; sometimes we can guess the meaning from the poem itself. Some words are not important for the meaning; some words are very important. You can look up the very important words in a dictionary.

Another good plan is to write out the poem in your own words and then perhaps to ask yourself some questions. If you cannot answer them, you could then ask your teacher. Let's take an example; here is part of a poem by an English poet called Walter de la Mare.

What lovely things
Thy hand hath made;
The smooth-plummed bird
In its emerald shade,
The seed of the grass,
The speck of stone
Which the wayfaring ant
Stirs—and hastes on!

First of all read it three or four times. Now perhaps we should look up some of the words.

hath means 'has'; *plumed* means 'covered with plumes or feathers'; *emerald* means 'a deep clear green'; *speck* means 'a tiny piece of something'; *wayfaring* means 'travelling or going on a journey'; *hastes* means 'hastens'.

What do you think 'Thy' refers to in the second line of Walter de la Mare's poem?

Now let's write the poem in our own words:

Your hand has made such beautiful things; the bird with its deep green, smooth feathers; the seed of grass; the tiny pieces of stone which the ant on its journey moves, and then hurries on its way.

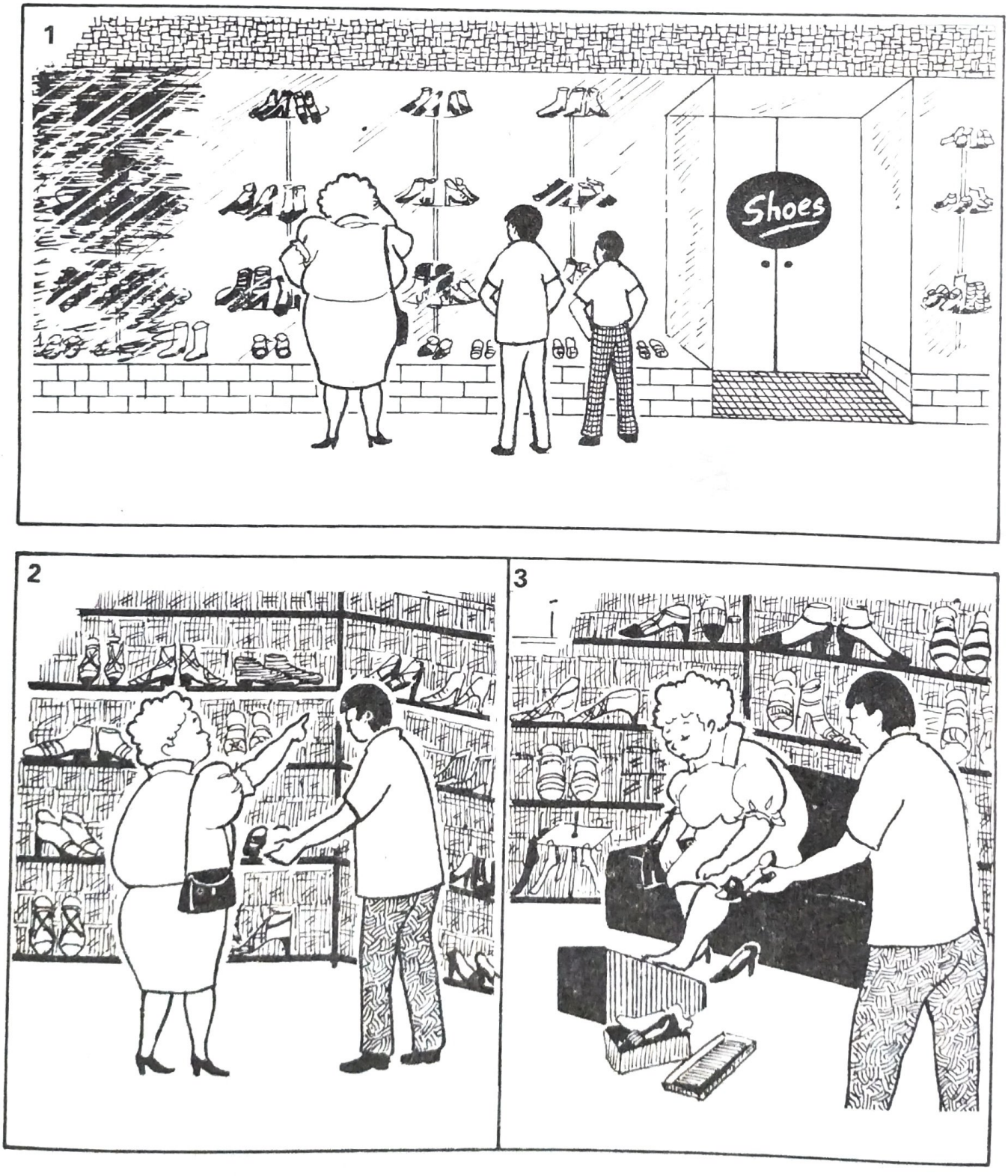
Read our version and then read the poem again. Why is there such a difference? Can you see any rhymes in the poem? Can you see two lines in the poem which might rhyme but which do not? Can you hear the difference in sound between speck of stone and smooth-plumed bird? You will have to say it to yourself a number of times before you can understand its beauties.

Here is another poem. Try to do the same thing with this poem too:

Sabrina fair
Listen where thou art sitting
Under the glassy, cool, translucent wave,
In twisted braids of lilies knitting
The loose train of thy amber-dropping hair,
Listen for dear honour's sake,
Goddess of the silver lake,
Listen and save.

Story Writing

Look at the pictures below and write the story they tell. Give your story a title and give the characters suitable names. Don't forget to describe what happened after the lady went home with two odd shoes.



4
5
6
7
8

Write your story here.

Test 1

What adverbs are formed from these words?

polite _____ leisure _____ lucky _____

Complete the table:

badly	worse	worst
little	_____	_____
much	_____	_____

Change the following into indirect speech:

a. 'I shall dig the garden now,' said the gardener.

_____

b. 'I am not coming,' said the boy.

_____

What noises are made by the following?

wolves _____ crows _____ elephants _____

mice _____ turkeys _____ oxen _____

Complete the following with sensible collective nouns.

a _____ of students a _____ of fish

a _____ of thieves a _____ of china

a _____ of kittens a _____ of furniture

Write the tenses of the following sentences.

a. We play games in the garden. _____

b. I am reading a book. _____

c. We are writing a story. _____

d. I write stories for magazines. _____

e. She is sitting on the floor. _____

What is a conjunction? _____

_____

_____

What is the name given to the female gender of the following?

actor _____ landlord _____ tiger _____

hero _____ host _____ emperor _____

boy _____ gander _____ bull _____

Test 2

Use the following in sentences of your own:

Whether _____

_____

Whenever _____

_____

What is a transitive verb? _____

_____

What is an intransitive verb? _____

_____

Write four compound words. e.g. bedroom.

a. _____ b. _____ c. _____ d. _____

Complete the pairs of homophones.

mail _____ cell _____ flour _____

wait _____ hole _____ great _____

What is the meaning of the following?

to put off: ----------

to put in: ----------

Say whether the following are in the active or passive voice.

a. The kitten chased the dog. ----------

b. The dog was chased by the kitten. ----------

c. The children wrote a play. ----------

d. The play was written by the children. ----------

Fill in the blanks:

present	past	past participle
blow	----------	----------
choose	----------	----------
----------	----------	sought
weave	----------	----------

Test 3

Underline the gerunds in the following sentences.

a. Dancing is a pleasant pastime.

b. Raman likes running and jumping.

Join the following sentences using suitable conjunctions.

a. I went to Bangalore. There I saw some beautiful trees.

---

b. Jyoti is beautiful. Jyoti is intelligent.

---

c. We will be late. We ought to leave now.

Use the following in sentences of your own.

a. to break up _____

_____

b. to break off _____

_____

c. to break down _____

_____

What do these abbreviations stand for?

pron _____ *vt* _____ ie _____

adj _____ eg _____ *abbr* _____

Correct these sentences:

a. He did not speak to no one.

_____

b. He said nothing to nobody.

_____

c. Aren't they never going to stop playing?

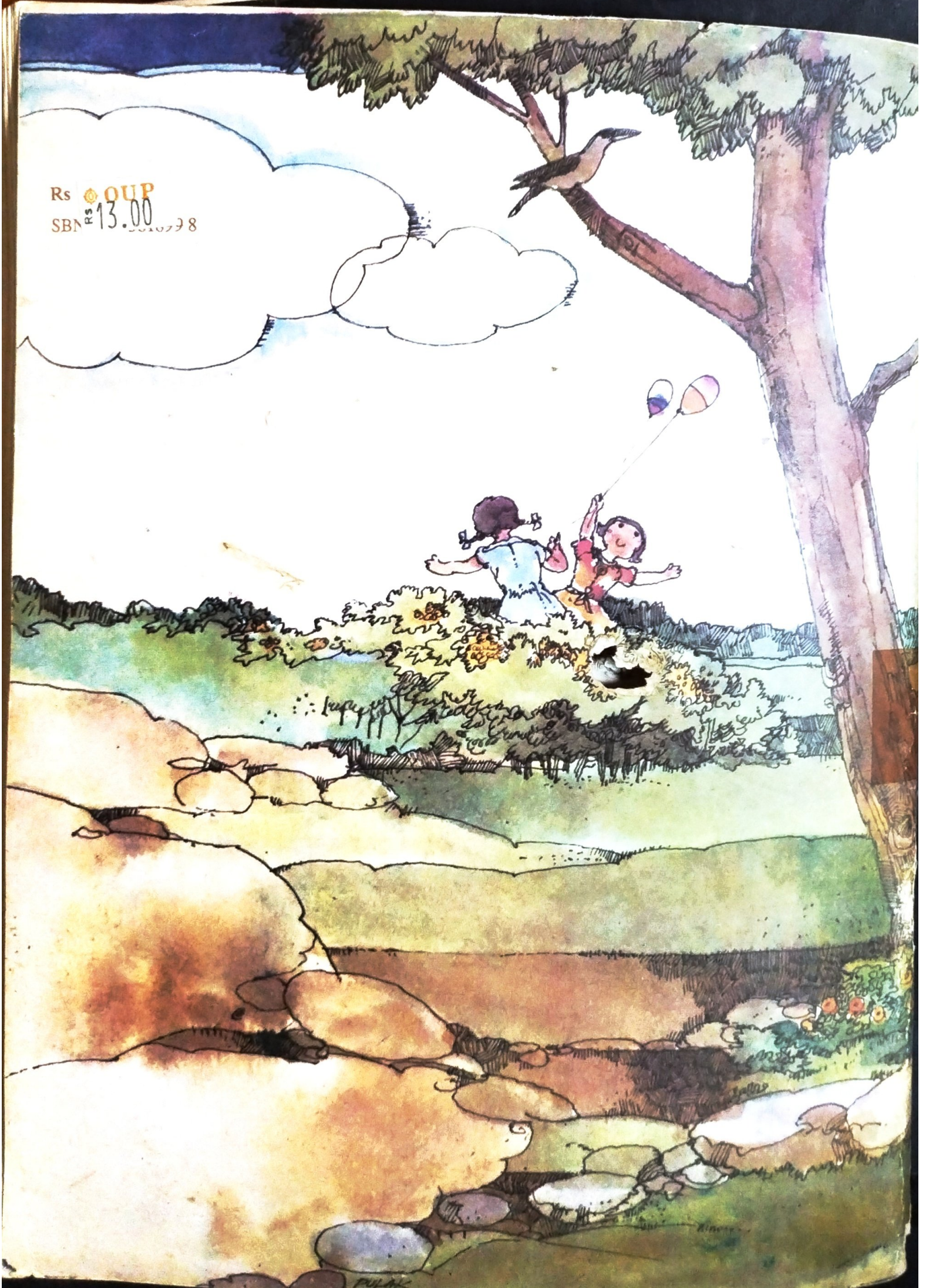
_____

Which of the following are infinitives? Mark them (√) or (×).

special ( ), tree ( ), perhaps ( ), to sing ( ), wake ( ).

Solve this anagram:

HIS	THIN	STEED
_ _ _	_ _ _ _	_ _ _ _ _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